AMERICAN RIVER COLLEGE

Curriculum Handbook 2013-2014

A Manual for Developing Curriculum

and Participating in the Curriculum Process
ACKNOWLEDGEMENT

This Curriculum Handbook was originally drafted and compiled by Phil Smith, ARC Curriculum Committee Chair 2003-2006.

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- Jeff Stephenson, ARC Curriculum Chair: 2010-2012
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American River College
Curriculum Handbook
2013 - 2014

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I. OVERVIEW OF CURRICULUM

Simply put, a college’s *curriculum* is *what we teach*. In California community colleges, curriculum is legally defined as the set of course and program outlines approved by a mandated curriculum process. Outlines are descriptions, written for both internal and external audiences, of the degrees, certificates, and courses that we offer to our students. This handbook describes the process in which curriculum is developed and how curriculum proposals become legally approved.

II. IMPORTANCE OF COURSE OUTLINES AND PROGRAM OUTLINES

It is difficult to understate the importance of course and program outlines. Please note the following:

- Faculty are both legally (by Title 5) and contractually (by LRCFT union contract) required to teach to the course outline of record.
- Four-year colleges and universities articulate courses with us based upon the official course outline of record.
- Accreditation standards require that we assess how well our students achieve the program learning outcomes contained in the official program outlines describing our degrees and certificates.

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III. STAGES IN THE CURRICULUM PROCESS

**Drafting Curriculum**

A faculty member or department identifies a need or observes a problem with a department’s existing curriculum. Typically, this need or problem is addressed by the addition, modification, or deletion of a new course, degree, or certificate. This is the stage at which the developer can be creative, thinking of new ways to solve learning problems.

Although the developer will take the lead in drafting a proposal, it’s important to remember that the developer is acting on behalf of the entire department. To avoid unnecessary work at a later date, faculty curriculum developers should communicate early and frequently with the dean and the rest of the department as well as professors in related disciplines. Similarly, since the four Los Rios colleges employ a common numbering system, it is also recommended that department faculty at the other Los Rios colleges be made aware of the curriculum activity that is being proposed as soon as possible.

In the early stages of the drafting process, some developers may wish to work on their own and not receive feedback from others. They want a chance to record, edit, and revise their thoughts without external criticism. For developers in this early stages it is recommended that they write and edit draft proposal documents using a word processor on their own computers. This allows them to work privately on their curriculum proposals until it is ready for others to read and comment on. When they are satisfied, they transfer what they have written into a draft proposal in the Socrates Curriculum Management System.

Alternatively, some developers prefer to compose their draft curriculum proposals directly into the Socrates, bypassing the early development stage described above. Please note that, since Socrates is web-based, creation of a draft proposal in Socrates is a public act, viewable by any Los Rios employee. It is, however, clearly marked as Draft, and most Socrates users understand that any proposal in Draft status is “under construction.”

The developer then completes the curriculum proposal outline in Socrates, making sure that the outline conforms to the *Curriculum by Example* style guidelines included in this document. Once the outline is complete, the developer launches the proposal for the entire department’s review.
To start a proposal:

SOCRATES > Curriculum Developer > [Create New/Revise Existing/Delete Existing]

To launch a proposal to Department Review status:

SOCRATES > Curriculum Developer > My [Course/Program] Proposals > [Course/Program Identifier] > Submission Options > Launch Proposal

TO WITHDRAW A PROPOSAL FROM CONSIDERATION:

SOCRATES > Curriculum Developer > My [Course/Program] Proposals > [Course/Program Identifier] > Submission Options > Withdraw Proposal

DEPARTMENT/DEAN REVIEW The developer creates a curriculum proposal on behalf of the entire department. At this stage, the department members and the dean have a chance to look at, comment on, and make editing suggestions to the course or program outline (e.g. program feasibility, budget considerations, FTE availability, attendance accounting).

The department chair receives both an email notification and a digital signature request when a proposal is launched and reaches Department Review status in Socrates. It is up to the department chair to determine how to conduct the departmental wide discussion about the proposal. The proposed outline could be discussed at a department meeting, via email, or, in small departments, even hallway discussions. Based upon the dean’s and the department’s response, the developer may be asked to make changes to the proposal, or even to withdraw it.

If the department decides to move forward with a proposal, the department chair records the department vote in Socrates and affixes a digital signature to the proposals, moving the proposal to the Tech Review stage in Socrates. Please note that the curriculum process and Socrates require a positive department vote in order to advance. Proposals not approved by the department as a whole should be withdrawn by the developer.

The dean then affixes a digital signature to the proposals.

TO ENTER A DEPARTMENT VOTE AND AFFIX A DIGITAL SIGNATURE:

SOCRATES > Signature Request > List of Signature Requests > [Course/Program] Proposals > Department Chair or Designee Signature Requests > [Specific Course/Program Proposal]
The four Los Rios colleges participate in a common numbering system and have some shared courses. Department chairs also serve as discipline contacts for proposals from associated departments at other colleges. For example, the ARC Psychology department chair will receive digital signature requests for Psychology proposals originating at CRC, FLC, and SCC. Please note that, as discipline contact, department chairs may also receive digital signature requests from related departments. For example, the Art New Media chair receives signature requests about Graphic Communication (GCOM) proposals as well as Art New Media (ARTNM).

The purpose of signature requests in this context is to provide an opportunity for the same department at multiple colleges to acknowledge and comment on proposed curriculum activity at an individual college. The goal is to promote communication and coordination among the Los Rios colleges related to departmental curriculum.

**TO ACKNOWLEDGE/COMMENT ON A DEPARTMENT PROPOSAL AT ANOTHER LOS RIOS COLLEGE AND AFFIX A DIGITAL SIGNATURE:**

SOCRATES > Signature Request > List of Signature Requests > [Course/Program] Proposals > Discipline Contact Signature Requests > [Specific Course/Program Proposal]

Some courses are shared by two or more colleges. For example, ENGWR 300 College Composition is offered by all four Los Rios colleges. If a developer at one college wishes to change the header information (title, units, course number) for a shared course, a collaboration request is first sent to all impacted colleges. The department chair at each college consults with his or her faculty about whether to collaborate with the header change. If not, the department chair declines the invitation to revise the header information of the shared course. If yes, the chair agrees to participate and assigns a particular faculty member to be responsible for the header revision proposal.

**To collaborate/decline to collaborate, as a department, on a shared course proposal at another Los Rios college and affix a digital signature:**

SOCRATES > Signature Request > List of Collaboration Requests > [Specific Shared Course Proposal]
TECH REVIEW/DE REVIEW Proposals officially enter the curriculum process when the department chair records the department vote and digitally signs the proposal, advancing the proposal to Tech Review status.

Departments are encouraged not to submit proposals to the Tech Review stage until they are complete. Each proposal receives a date stamp. Proposals are scheduled according to the date they were launched and the order they appear in the queue. Their developers are invited to a face-to-face Tech Review meeting. Proposals may be scheduled out of order if they are not complete or have not gone through appropriate steps. However, if a department has outstanding curriculum outlines that are still due for review, the department must review that curriculum before being scheduled to review other course outlines.

Prior to review of the Tech Review subcommittee, all proposals that have hybrid or online modality indicated will be reviewed by the Distance Education subcommittee. The DE subcommittee may request a face-to-face meeting with the developer should recommendations regarding distance education components of the outline need to be addressed.

During the Tech Review meeting, Subcommittee members may ask for corrections or modifications to the course or program outline, based on criteria as noted in this handbook. The Subcommittee may ask for modifications to the outline to conform with Title 5 and Los Rios Community College District regulations and/or articulation requirements. Corrections could be to fix simple typos to complete missing sections, or to correct misspellings and grammatical errors. The Curriculum Chair receives special training about Title V and District regulations and is responsible for ensuring that ARC curriculum meets required legal and policy mandates. Additionally, in areas of law and regulation, the Tech Review Subcommittee defers to the judgment of the Curriculum Chair. The college Articulation Officer receives special training in the articulation process and is responsible for maintaining articulation agreements between ARC and four-year institutions. In matters of articulation, the Tech Review Subcommittee defers to the judgment of the Articulation Officer.

Once corrections and modifications have been asked for, developers make the changes as soon as possible. Developers are asked to select a date for the proposal to be scheduled for first reading, taking into considerations that all changes must be made by established deadlines to allow for the printing and distributing of packets to committee members. The course stays in Tech
Review status until the Tech Review Subcommittee is satisfied. The Tech Review Subcommittee then considers the next 10 - 12 proposals in submission order, according to timeline.

If significant modifications have been asked for, the developer needs to share those changes with the department and the dean prior to first reading.

**1ST READING**

Only proposals that the Tech Review Subcommittee has moved to *1st reading* status are considered by the full Curriculum Committee. Packets of printed curriculum outlines are made and distributed to the full Committee. (See “Curriculum Committee” in the section, Roles in the Curriculum Process, for an overview of the committee structure and responsibilities.) If there are no or only minor editing changes to be made, the *1st Reading* proposals are moved to *2nd Reading* status and the proposal is scheduled for the next Full Committee Meeting (one week later). The developer notifies the Division Rep and the Chair when editing changes are made-by the deadline; in order for the proposals to proceed to the second reading. If there are major edits and corrections, the Committee may keep a proposal at *1st Reading* status.

**2ND READING**

In general, the Full Committee reviews each curriculum proposal twice, once at 1st Reading and again at 2nd Reading. The idea is provide a period of time for additional reflection and discussion of the merits of a particular proposal. In general, the Committee checks each 2nd Reading proposal to see if the editing changes asked for at 1st Reading have been made. If so, the proposal is advanced to the next stage of the curriculum process. If not, the proposal is held at 2nd Reading status until the corrections have been completed. **Note:** if the dean has not affixed a digital signature to the proposal, the proposal will be held at 2nd Reading until a signature is affixed.

**CONSENT/FYI**

*Tops In* (294/494) and *Experimental Offering* (299/499) courses receive less scrutiny from the Full Committee than other course proposals. These proposals go through the Tech Review committee and then come to the Full Committee as *Consent/FYI* status in Socrates rather than *1st Reading* status. With the Committee’s consent, these course proposals move straight to Catalog status in Socrates.

**DISTRICT CURRICULUM COORDINATING COMMITTEE**

Because American River College participates with other Los Rios colleges in a common numbering system and curriculum developments at one college may impact another, *New to District* course proposals, *New to
College course proposals, and Course Deletion proposals are moved to District Curriculum Coordinating Committee (DCCC) status in Socrates upon approval by the ARC Curriculum Committee. Similarly, New Program (certificate and degree) proposals as well as Program Deletion proposals are forwarded to DCCC. The purpose of the DCCC is to address issues of coordination, not the quality of particular outlines. Upon consensus of the DCCC, the local Curriculum Chairs move proposals to the next status level. Typically, New to College course proposals are moved to Catalog status since the Board of Trustees has already approved this course for another Los Rios college. All others are moved to Board status.

**BOARD OF TRUSTEES (BOARD)** The Board of Trustees reserves the right to approve all New to District courses and programs and all course and program deletions. Proposals at Board status are voted upon by Los Rios Board of Trustees at their regular meetings.

**STATE CHANCELLOR’S OFFICE (CCCCO)**

The State Chancellor’s Office reserves the right to give final approval to all new certificates (18 units+) and all new degrees. New degrees and certificates stay at CCCCO status in Socrates until the State Chancellor’s Office approves the program and provides ARC with a unique state identification code for the program. All Career Technical Education (CTE) certificates must be approved by the Chancellor’s Office. Beginning Spring 2010 new courses must also be approved by the State Chancellor’s Office after the local Board’s approval.

**CATALOG**

When a course or program proposal has been approved by all the appropriate bodies, the Curriculum Chair moves the item to Catalog status in Socrates. At this point, the new curriculum is official and the changes may be published in the print and web course catalog and the print and web class schedules.

**ARCHIVE**

When a course or program has been deleted from the College’s active curriculum inventory or when a course or program has been superseded by a more recent curriculum revision, an archived version of the previously official outline is made and given a status of Archive in Socrates. In general, Archived versions are available through the History link in Socrates or by selecting the word Course or Program in Section 1 of the outline.
NEW COURSES

Faculty Developer

Department & Dean Review

D.E. Committee (if appropriate)

Pre-requisite Committee (if appropriate)

Tech Review

ARC Curriculum Committee (2 readings)

District Coordinating Curriculum Committee (DCCC)

LR Board of Trustees

Catalog = Official

Report to CCCC0
NEW PROGRAMS

Depending on the changes made, some revised programs may need approval from the Chancellor's office.
IV. COURSE PROPOSAL TYPES

There are five types of course proposals:

- **New to District:** A proposal to offer a course that has not been offered by any Los Rios college before.

- **New to College:** A proposal to add a course previously approved at another college to ARC’s inventory of courses.

- **Revision:** A proposal to modify an existing course.

- **Deletion:** A proposal to delete a course from the college’s inventory.

- **Consent/FYI:** A course proposal requiring minimal scrutiny by the Curriculum Committee. The two most common types of Consent/FYI proposals are Topics In (294/494) revision proposals and Experimental Offering (299/499) instance proposals.

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Curriculum Stages for Each Proposal Type

The length of time it takes to shepherd a course proposal from initial idea to final outline (Catalog status) depends on how many stages it must pass through in the curriculum process. The table below lists the stages associated with each type of course proposal.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Consent Proposals: 294/494</th>
<th>Revision&lt;sup&gt;a&lt;/sup&gt;</th>
<th>New to College</th>
<th>New to District&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dept Review/Dean Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Distance Education Subcommittee Review (if hybrid or online modality indicated)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite Committee (if course has pre-or co-requisite in English, ESL or Math)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tech Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Consent/FYI</td>
<td>X</td>
<td>X&lt;sup&gt;a&lt;/sup&gt;</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1st Reading</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2nd Reading</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>District Curriculum Coordinating Committee (DCCC)</td>
<td>a</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CCCCO</td>
<td>c</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

a. Revision of a shared course involving a change to course header information (title, units or course number) requires an additional DCCC stage to ensure that all the impacted colleges have made the same change. This process is called the “collaboration request”

b. Community Service offerings follow the same curriculum process as New to District Courses.

c. Certain changes to content

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V. PROGRAM PROPOSAL TYPES

There are three types of program proposals:

- **New Program**: A proposal to offer a new degree or certificate
- **Revision**: A proposal to modify an existing degree or certificate. Please note that substantive revisions to a program may require resubmission to the State Chancellor’s Office.
- **Deletion**: A proposal to delete a degree or certificate.

Curriculum Stages for Each Proposal Type

The length of time it takes to shepherd a program proposal from initial idea to final outline depends on how many stages it must pass through in the curriculum process. The table below lists the stages associated with each type of program proposal.

LANGUAGE TO BE USED FOR THE AA-T/AS-T

The Associate of Arts or Associate of Science for Transfer (AA-T/AS-T), also known as the SB-1440 or the STAR (The Student Transfer Achievement Reform Act), degrees are the collaboration between the California Community Colleges and the California State University systems to develop associate degrees that assist students to also transfer to the California State University systems with priority for admission and a set number of units required for the students to receive their Bachelor’s degrees.

In the program description, the reasons for and benefits of getting this particular degree are stated, standard language regarding this particular type of degree must be included in the program’s description where an appropriate break is. The “boiler plate” language is:

*The Associate in Arts (or science, whichever is appropriate) degree in (fill in your discipline) for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts (or Science) degree in (fill in your discipline) for Transfer (A?T) may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.*
<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>Revision (minor)</th>
<th>Revision (substantive)</th>
<th>Deletion</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPC List</td>
<td></td>
<td>X (a)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Draft</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dept Review/Dean Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>North/Far North Regional Consortium (NFNRC) - for career technical</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>education (occupational) programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1st Reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2nd Reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>District Curriculum Coordinating Committee (DCCC)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CCCCO (additional paper work required for new programs and certain</td>
<td></td>
<td></td>
<td>X (a)</td>
<td>X (b)</td>
</tr>
<tr>
<td>revisions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

(a): Local certificates (<18 units) are exempt, unless they are CTE certificates.

(b): 12 – 18 units CTE certificates; must request CTE approval
Time Estimates for Each Stage of the Curriculum

Each curriculum proposal is unique. Various legal and procedural factors influence the amount of time that a proposal takes at each stage of the process. The table below provides estimated time ranges for the various curriculum stages.

<table>
<thead>
<tr>
<th>Curriculum stage</th>
<th>Expect to spend</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPC (Program Placement Council)</td>
<td>0-4 weeks to get PPC approval. Developers should inform their department chair and dean of their interest in developing a new program. The dean then requests that the Vice President of Instruction put the program on the PPC list for their consideration. (VPIs meets twice a year, in February and in October)</td>
</tr>
<tr>
<td>Draft</td>
<td>2-5 hours; however, there are no fixed deadlines for a draft proposal. Number of weeks spent prior to launch depends on the work schedule of the developer.</td>
</tr>
<tr>
<td>Department Review/Dean Review</td>
<td>0-4 weeks to get dean input and departmental approval on proposal and program sequencing. In small departments, approval may come very quickly. In others, it may be necessary to wait until the next department meeting (most departments meet monthly).</td>
</tr>
<tr>
<td>NFNRC (New to District, Add New Option Request)</td>
<td>2-4 weeks. Proposals must be submitted 2 weeks prior to the next NFNRC meeting. The NFNRC meets six times per year.</td>
</tr>
<tr>
<td>Distance Ed. and Pre-requisite Subcommittee</td>
<td>0-4 weeks to get a place on an upcoming Tech Review agenda. Course proposals are scheduled for Tech Review on a first-come, first-served basis as they reach Tech Review status in Socrates. In nonpeak times, when the curriculum queue is shorter or empty, course proposals are scheduled right away. When there are many proposals in the queue, course proposals may be scheduled for a Tech Review agenda 3 or 4 weeks out. If a proposal has the hybrid or online modality indicated, the DE subcommittee will review the outline prior to Tech Review. A developer may be asked to meet with the DE subcommittee. If a course has English reading, writing, ESL or math as pre-or co-requisite, it</td>
</tr>
</tbody>
</table>
has to go through an additional review process by the Pre-requisite sub-committee. Timeline varies depending on factors such as research required.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Review (Subcommittee)</td>
<td>1-2 weeks is typical. Complete, carefully written proposals that adhere closely to the Curriculum by Example Guidelines may be scheduled before other incomplete ones even if they are higher in the queue. Suggestions may be made. Changes must be made by printing deadline for scheduled first reading.</td>
</tr>
<tr>
<td>Consent/FYI (Full Committee)</td>
<td>1 week is typical. Consent/FYI items are presented to the Curriculum Committee as a group for their consent.</td>
</tr>
<tr>
<td>1st Reading (Full Committee)</td>
<td>2 week is typical. If the Curriculum Committee has questions or suggestions for the proposal, it may take longer to complete this stage.</td>
</tr>
<tr>
<td>2nd Reading (Full Committee)</td>
<td>1 week is typical. Proposals may stay at this status longer, depending on completion of changes as recommended by the full Committee</td>
</tr>
<tr>
<td>DCCC (New to College, New to District, Deletion proposals)</td>
<td>0-4 weeks. DCCC meets only once a month.</td>
</tr>
<tr>
<td>Board of Trustees (New to District, Deletion Proposals)</td>
<td>0-4 weeks. After DCCC approval, proposals move to the Los Rios Board of Trustees for the next level of approval. The Board of Trustees only meets once a month.</td>
</tr>
<tr>
<td>CCCCO (New courses, degrees/certificates 18 + units/Substantive Change/Non-substantive Change)</td>
<td>After approval by the LR Board of Trustee, The AVPI office staff will upload courses in the CCC Curriculum Inventory for State Chancellor’s Approval. The AVPI will then track curriculum and inform developers of changes required by the CCCCO. Once degrees/certificates have received approval from the Curriculum Committee, developers need to start the required CCCCO forms (New Credit Program Form CCC 501; Substantive Change Form CCC 510, or Non-Substantive Change Form CCC 511). The completed forms are submitted to the Associate Vice President of Instruction for Curriculum and Basic Skills.</td>
</tr>
<tr>
<td>Catalog</td>
<td>0 weeks. Catalog is the last step in the curriculum process. The Curriculum chair moves the course/program proposal to official Catalog status when all of the previous stages have been completed. After the course has been added</td>
</tr>
</tbody>
</table>
to the official inventory, it may be published in the catalog or schedule according to the time table (see Time Table Section of this handbook).
VI. ROLES IN THE CURRICULUM PROCESS

The curriculum proposal process requires the teamwork and effort of many different faculty members and administrators. What follows describes the individuals and committees involved, with an explanation of their duties and responsibilities.

**Developer**

This individual is a faculty member who recognizes the need for curriculum change and would like to make that change a reality. The primary duties of a curriculum developer are to:

1. Consult with fellow department members at ARC, other faculty members and the division dean while developing, revising, or deleting curriculum.
2. Coordinate with fellow department members at other Los Rios colleges, as needed, while developing, revising, or deleting curriculum.
3. Consult with the Articulation Officer regarding transferability issues or with the department’s external advisory group regarding occupational preparation issues.
4. Assemble and input into the Socrates Curriculum System all relevant supporting information on required forms to comprise a complete curriculum proposal.
5. Analyze the curriculum proposal for clarity and completeness.
6. Propose the curriculum to the department by launching the proposal in Socrates and revising the proposal if necessary.
7. Attend all Tech Review meetings in which the specific course proposal is discussed and, if necessary, revise proposals according to the Tech Review Subcommittee’s suggestions.
8. Attend the Curriculum Committee meeting in which the specific proposal is considered at 1st Reading to clarify any questions that may arise during discussion of the proposal, and, if necessary, revise proposal as directed by the Curriculum Committee.
9. Attend any subsequent Curriculum Committee meetings as directed. Typically, after 1st Reading, the division’s Curriculum Committee member can represent the proposal on the developer’s behalf.

**Department Chair**

With regard to the curriculum process, the primary duties of the department chair are to:

1. Consult with developers as they create, revise, or delete curriculum.
2. Evaluate the educational and administrative consequences and impact of curriculum proposals on the department.
3. Ensure that curriculum proposals reflect and are consistent with the planning and program review processes of the department.
4. Schedule curriculum proposals for departmental discussion and vote.
5. Record department votes and submit curriculum proposals to Tech Review status by digitally signing proposals in the Socrates system.
6. Serve as your department’s discipline contact when proposals are submitted by departmental faculty at other Los Rios colleges.
7. Acknowledge curriculum proposals by departmental faculty at other Los Rios colleges by commenting (optional) and digitally signing them in Socrates.

**Division Dean**

With regard to the curriculum process, the primary duties of the division dean are to:

1. Consult with faculty developers as they create, revise, or delete curriculum.
2. Evaluate the educational and administrative consequences and impact of curriculum proposals on the department.
3. Determine if a curriculum proposal is consistent with the academic plan of the division as well as the college.
4. Confer with the appropriate faculty or program heads about curriculum proposal implications.
5. Provide developers with feedback about the merits and feasibility of the curriculum proposal.
6. Consult with the Vice-President of Instruction regarding curriculum proposals that have major programmatic implications or changes as well as proposals where potential conflict may arise.
7. Acknowledge curriculum proposals by commenting (optional) and digitally signing them in Socrates.

**Curriculum Committee**

The Curriculum Committee is a standing subcommittee of the College responsible to the Academic Senate. The Curriculum Committee reviews and makes recommendations on all proposals to add, delete, or revise courses or programs.

The Curriculum Committee consists of 23 members. Voting members (20) are distributed as follows:

**13 representatives, one each from the following divisions (including vice-chair):**

- Behavioral and Social Science
- Business and Computer Science
- Counseling
- English
- Fine and Applied Arts
- Health and Education
- Humanities
- Kinesiology/Athletics
- Learning Resources
- Mathematics
- Sacramento Regional Public Safety Training Center
- Science and Engineering
- Technical Education

1 Articulation Officer
1 Distance education coordinator
1 regularly enrolled student
1 Vice-President of Instruction (or designee)
1 Associate Vice-President of Economic and Workforce Development
1 management representative from the Student Services division
1 management representative from an instructional division

**Non-voting** members include:

1 faculty chair, appointed by Academic Senate (may cast a tie-breaking vote)
1 Associate Vice-President of Instruction
1 Curriculum Instructional Services Assistant

The primary duties of the Curriculum Committee are to:

1. Review and recommend curriculum proposals concerning new course offerings, course revisions, and course deletions proposed by academic departments.
2. Approve and forward course proposals that meet college, district, and state goals and criteria.
3. Review and recommend curriculum proposals concerning new program offerings, program revisions, and program deletions proposed by academic departments.
4. Approve and forward program proposals that meet college, district, and state goals and criteria.
5. Facilitate communication concerning issues, programs, and opportunities relating to ARC’s curriculum.
6. Review and approved courses to be included on ARC’s General Education pattern. Review and request that specific ARC courses be included on the following: CSU General Education Certification Pattern, Intersegmental General Education Transfer Curriculum and the list of UC transferable courses. Submit ARC courses to request C-ID designation.
7. Review and monitor the development, implementation, and assessment of Title 5 and matriculation pre- and co-requisites.
8. Review, approve, and forward Community Service proposals.
9. Develop curriculum processes that align the college with regional and national accrediting standards.

**Division Curriculum Committee Representative:**

The primary duties of a division curriculum committee member are to:

1. Provide advice, consultation, and explanation about curriculum proposal procedures to developers in their respective division.
2. Act as liaison for the division in matters concerning Curriculum Committee actions and procedures.
3. Represent the division at Curriculum Committee meetings.
4. Verify that the curriculum proposal satisfies Curriculum Committee standards for format and supporting evidentiary documentation.
5. Represent developers’ proposals at 2nd Reading, or at other times when the developer is not present.
6. Train a successor for the position of division representative.
7. All divisions should be represented at Curriculum Committee meetings. It was voted at the August 2011 Curriculum Retreat that 50% +1 membership constitutes a quorum for voting purposes.

**Curriculum Committee Chair**

The primary duties of the Curriculum Committee Chair are to:

1. Preside over Curriculum Committee meetings.
2. In conjunction with the Instruction Office create, update, and distribute the curriculum calendar annually.
3. Promote awareness of the curriculum proposal process to departments and faculty developers.
4. Plan the Curriculum Committee agendas collaboratively with the Instruction Office.
5. Work with the Associate Vice President of Instruction and the Academic Senate to set Curriculum procedures for the college, including catalog and schedule production.
6. In conjunction with the Associate Vice President of Instruction, lead Tech Review meetings, including reviewing proposals and making suggestions to faculty developers.
7. Meet as needed with the Academic Senate and Division Deans to describe curriculum procedures and issues.
8. Attend District Curriculum Coordinating Committee meetings as the ARC representative.
9. Present curriculum to the District Curriculum Coordinating Committee on behalf of ARC.
10. In conjunction with the Associate Vice President of Instruction, lead Full Committee meetings.
11. Research and help ARC remain current with Title 5, State Chancellor’s Office regulations, and accreditation guidelines related to the curriculum process.
12. Mentor the Vice-Chair in the operation of the Socrates Curriculum System in relation to moving proposals through the curriculum process, setting agendas, assigning TOP and SAM codes, and associating faculty discipline contacts (department chairs) with subject designators (course prefixes).
13. Work with departments to develop long-range curriculum development plans.
14. Work with individuals and departments to develop strong curriculum proposals.
15. Develop curriculum calendar and guidelines for the college.
16. Work with the Committee to offer curriculum training opportunities and workshops for faculty developers.
17. Provide orientation activities for new Curriculum Committee members.
18. Communicate with the ARC faculty about important deadlines.

20. Write explanatory information about curriculum procedures for a variety of audiences.

Curriculum Committee  
Vice-Chair

The primary duties of the Curriculum Committee Vice-Chair are:

1. Attend and participate in Tech Review meetings, including reviewing proposals and making suggestions to faculty developers.

2. Become familiar with the operation of the Socrates Curriculum System in relation to moving proposals through the curriculum process, setting agendas, assigning TOP and SAM codes, and associating faculty discipline contacts (department chairs) with subject designators (course prefixes).

3. Work with individuals and departments to develop strong curriculum proposals.

4. Work with the Curriculum Chair to become familiar with Title V regulations and local and state curriculum procedures.

5. Attend and participate in Full Committee meetings.

6. If the Curriculum Chair is unable to attend a particular meeting, the Vice Chair would step in to chair the meeting.

7. Attend and participate in the District Curriculum Coordinating Committee or one of its subcommittees.

Associate Vice-President of Instruction

The primary duties of the Associate Vice-President of Instruction are:

1. Preside over Curriculum Committee meetings if the Curriculum Chair and Vice-Chair are unavailable.

2. Assist with orientation of new committee members and on-going training of continuing members.
3. Participate in Tech Review meetings as needed.

4. Provide administrative and clerical support through the Instruction Office for the work of the Curriculum Committee including agendas, minutes, year-end reports, and publication of the curriculum handbook.

5. Maintain accurate historical file of committee actions and communications with external agencies.

6. Attend district and statewide curriculum workshops and conferences as needed.

7. Assure that Curriculum Committee functions and processes take place smoothly.

8. Assist with final report to the College president.

9. Review catalog drafts for concurrence with approved changes.

10. Assure that catalog publication deadlines are met.

11. Consult regularly with Curriculum Chair on issues involving the curriculum process, catalog production, and scheduling.

12. Promote awareness of the curriculum proposal process to managers and classified staff.

13. In conjunction with the Curriculum Chair, create, update and distribute the curriculum calendar annually.

14. Work with the Curriculum Chair and the Academic Senate to set Curriculum procedures for the college, including catalog and schedule production.

15. Attend District Curriculum Coordinating Committee meetings as the ARC management representative.

16. Research and help ARC remain current with Title 5, State Chancellor’s Office regulations, and accreditation guidelines related to the curriculum process.

17. Work with division deans to develop long-range curriculum development plans.

**Curriculum Instructional Services Assistant**

The primary duties of the Curriculum Instructional Services Assistant are to:
1. Schedule faculty developers for upcoming Tech Review and Full Committee meetings.
2. Duplicate course and program outlines and assemble them into review packets for Committee members.
3. Attend Full Committee meetings and take minutes.
4. Maintain Academic Plan Table for program information in the Los Rios management information system, ORACLE/PeopleSoft.
5. Coordinate the production of the yearly print catalog and semester schedules.
6. Assist AVPI and Developer with the online submission process for programs to the Chancellor’s Curriculum Website.
7. Assist LRCCD IT personnel with MIS submission and process Crystal Edit Reports when necessary.
8. Upload new courses and course deletions to the Chancellor’s online curriculum website.

**Articulation Officer**

Articulation is a process whereby universities formally agree to accept community college credit for: elective credit, credit in lieu of one of their own courses to be counted toward major/graduation requirements, and as meeting general education requirements. Articulation agreements ensure that a transferring student will be granted credit for community college work and thus progress efficiently toward earning a baccalaureate degree. Sound articulation practices are the foundation of a successful transfer program.

The American River College articulation officer is responsible for overseeing and coordinating the articulation process.

The primary duties of the Articulation Officer are to:

1. Initiate, develop, and revise transfer course agreements, General Education and breadth agreements, major and departmental preparation agreements, and course-by-course agreements with other institutions of learning.
2. Review all transfer and Associate Degree model programs to verify accuracy.
3. Serve as the primary conduit and point of contact whenever articulation issues arise.
4. Annually update California State University (CSU) general education (GE) certification pattern, the Inter-segmental General Education Transfer Curriculum (IGETC) certification pattern, and the American River College Graduation requirements.

5. Chair the American River College General Education sub-committee.

6. Analyze curriculum proposals for course transferability.

7. Review curriculum proposals for GE requests and assist originators with criteria and process for CSU General Education and IGETC requests.

8. Updates all General Education handouts and assure accuracy of information on transfer and GE status of courses in the college catalog and schedule of classes.

9. Submit courses for C-ID approval where appropriate. Track C-ID submission and C-ID approval dates. Resubmit courses for C-ID when former approval expires. Inform faculty when course outlines are too old for C-ID submission or when their courses are denied and/or accepted for C-ID.

10. Update CSU Transfer, UC Transfer, ARC GE, ARC Competency, CSU GE, IGETC and C-ID information in ARC course outlines on an ongoing basis.

**Articulation Officer Timelines** The timelines for which guide the articulation officer are as follows:

**CSU transferability**

Courses are submitted three times per year:

- Early October for CSU transferability for the following Spring semester.
- Early February for the following summer CSU transferability.
- Early April for the following Fall semester CSU transferability.

**UC Transferability**

Courses are submitted sometime during the summer, usually in August. Submissions in the summer would be for UC transferability for the following Fall semester. The curriculum developer has to find a lower division course taught at a UC campus that is similar to their course in order for the articulation officer to submit it. The GE committee reviews the course either in the Fall or Spring semester with this information.
articulation officer submits the course pending GE committee approval. The UC campuses also provide a short time in October to get more courses submitted for that Fall semester. Courses must be at catalog status prior to being submitted.

**ARC GE**

The ARC GE committee meets in the Fall semester. It determines which courses will be approved for ARC GE for the following Summer/Fall semester. The course outlines have to be at second reading level for the committee to review them.

**CSU GE**

The Articulation Officer’s deadline to submit courses for CSU GE for approval for the following Fall semester is in early December. Courses must be at catalog status prior to being submitted to Online Services for Curriculum and Articulation Review (OSCAR). The GE committee reviews requests for CSU transfer in the Fall prior to the December deadline.

**IGETC**

Courses first must be approved for UC transferability in order to apply for IGETC status. The deadline for submission to OSCAR is the same as for CSU GE. The GE committee reviews courses for IGETC in the Fall prior to the December deadline.

*Current deadlines can be found in Appendix N*

**General Education Subcommittee**

The General Education Committee is a subcommittee of the Curriculum Committee and has been assigned the responsibility by the Curriculum Committee for the following:

1. To determine whether a particular course meets American River College Associate Degree General Education Requirements.

2. To submit a request to the CSU system that a particular course should meet a particular CSU General Education requirement.

3. To submit a request to the UC system that a particular course should be identified as a UC transfer course.
4. To submit a request to the UC/CSU systems that a particular course should meet a particular Inter-segmental General Education Transfer Curriculum requirement.

The General Education Subcommittee operates as follows:

1. Department chairs or course developers submit old or new courses for inclusion in the above stated areas to the chair of the General Education Subcommittee.

2. The General Education Subcommittee reviews courses for disposition in the above stated areas. The General Education Subcommittee ensures that the SLOs and topics for any given ARC general education course clearly support all GE SLOs for that area. The General Education Subcommittee reports are forwarded to the Curriculum Committee chair and the Associate Vice-President of Instruction.

3. The General Education Subcommittee votes on the disposition of the courses.

4. The Articulation Officer collects information from the Curriculum Committee minutes, and the General Education Subcommittee minutes and produces the General Education Subcommittee final report. At the end of the fall semester, a copy of the report is forwarded to all members of the Curriculum Committee, the General Education Subcommittee, division deans, deans of instruction and to the dean of Counseling.

5. The courses that will be added to ARC General Education requirements for the next catalogs are prepared for distribution.

6. All courses that have a course number of 300-499 are added to the Baccalaureate list, and included in the Course Description for the next catalog.

7. The Articulation Officer, at the end of the fall semester, submits the courses that were approved by the General Education Subcommittee to fulfill the CSU GE requirements to the CSU Chancellor’s office for approval via OSCAR. The decision from the Chancellor’s office is returned to ARC during the spring semester.

8. During the semester, the Articulation Officer submits the courses that were approved by the General Education Subcommittee to be
transferable to the UC system to the UC Chancellor’s office for approval via OSCAR. The decision from the Chancellor’s office is returned to ARC generally by October.

9. The Articulation Officer, at the end of the fall semester, submits the courses that were approved by the General Education Subcommittee the previous year, to fulfill the IGETC requirements to the UC & CSU IGETC committee for approval via OSCAR. The decision from the IGETC committee is returned during the spring semester.

10. The courses that were approved by the CSU Chancellor’s office for inclusion on the CSU GE list are returned to the ARC Articulation Officer. A copy of that list is forwarded to the appropriate division deans, the chair of the Curriculum Committee, and to the dean of Counseling.

The approved courses that will be added to the CSU GE list, and included in the Course Description for next year’s catalog, are prepared for distribution.

Since the lists of approved courses for the CSU GE lists do not arrive in time to be included in the catalog for the coming academic year, a disclaimer is included to indicate that list is from the previous year.

11. The lists of courses that were submitted to the UC Chancellor’s office and approved for inclusion on the UC Transfer Course Agreement are returned to the ARC Articulation Officer. The UCOP TCA is then posted on www.assist.org.

12. The lists of courses that were approved by the CSU and UC IGETC Committees for inclusion on the IGETC are returned to the ARC Articulation Officer. A copy of that list is forwarded to the appropriate division deans, the chair of the Curriculum Committee, and the dean of Counseling.

The approved courses that will be added to the IGETC list and included in the Catalog Course Description for the coming academic year are prepared for distribution.

Since the list of approved courses for the IGETC lists does not arrive in time to be included in the catalog for the coming academic year, a disclaimer is included to indicate that the list is from the previous year.
With regard to the curriculum process, the primary duties of the librarian are to:

1. Meet with developers to discuss the impact of curriculum proposals on library services.
2. Meet with developers to discuss acquisition of new library materials in support of a curriculum proposal.
3. Provide developers with feedback about the feasibility of a proposal as it relates to library services.
4. Communicate to library department chair when a proposal is ready for digital signature.

How to acquire librarian’s digital signature on new courses/programs:

The library purchases materials in support of existing ARC courses and programs. When creating a course that is new to ARC, it is important for the faculty developer and librarian to communicate about how the new course might impact the library. Communication with the appropriate librarian also ensures that the library is prepared to meet the research needs of future students. This gives the developer the opportunity to suggest new material, but also allows the librarian to gain an understanding of the research demands of the new course. With this understanding, the librarian is better prepared to develop a library collection relevant to the existing curriculum.

The name and contact information of the librarian who serves as the liaison to your department is posted at the ARC Library website under Faculty Services [http://www.arc.losrios.edu/arclibrary/Faculty_Services/Librarians.htm]. The same librarian who buys library resources for your discipline or subject area is your liaison during the curriculum process.

To get the librarian to sign-off on a new proposal, follow these steps:

1. When the proposal is launched, the signature request goes to the appropriate librarian and the library chair.
2. Find the name and contact information of your librarian.
3. Contact your librarian via email, phone, or in person to discuss the curriculum proposal. It is best to do this after the outline has been launched to Tech Review but before First Reading.
4. After you contact your librarian, he/she will instruct the library chair to sign off on your proposal.
**Distance Education Subcommittee**

1. The Distance Education Subcommittee performs a separate review of all courses containing a distance education modality and provides assistance to course developers to ensure that academic standards and learning outcomes of those courses are equivalent to those of the in-person modality, and that regular, effective instructional contacts are included.

2. Research and develop guidelines to ensure the following in relation to ARC’s DE offerings:
   - academic integrity and student authentication
   - regular and effective student contact
   - ADA Compliance (Universal Design)
   - adequate student support services
   - student success and retention
   - effective evaluation procedures

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VII. TIME TABLE FOR PUBLISHING NEW AND REVISED COURSES AND PROGRAMS

Publishable Courses

In order to be published in the course catalog or schedule of classes, a course proposal — whether a new course or a revision to an existing course—must complete the ARC and Los Rios curriculum process. This publishing policy applies to all course proposals including regular courses, Topics In (294/494) courses, and Experimental Offering (299/499) courses. Successful completion of the curriculum process is operationally defined as having reached Catalog status in the Socrates Curriculum System.

Publishable Programs

In order to be published in the course catalog, a program proposal – whether a new program or a version to an existing program – must complete the ARC and Los Rios curriculum process. In addition, if the program is new or major changes have been made to the program, it must be approved by the California Community College Chancellor’s Office (CCCCO). A new program is not to be advertised (in print or verbally) until the CCCCO has approved the program. This process may take several months to complete. When the proposal has been approved by the CCCCO the proposal will be moved to Catalog status in the Socrates Curriculum System.

For every program that totals more than 2 units, a program map must be completed and uploaded on to the Student Learning Outcome web page. New programs will not be brough through the curriculum process until a program map is done. Every time the program is revised and the course list is changed, the program map must be updated. This is the link to the SLO home page: http://inside.arc.losrios.edu/~slo/programs-ge.html

Time Table

Approved courses and programs are published in the catalog and courses are published in the web schedule.

The time table below gives the dates by which the curriculum process must be completed in order to appear in one of the curriculum publications.
## 2013-14 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>To appear in the:</th>
<th>Proposal must have completed the entire curriculum process by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Fall Web Schedule</td>
<td>June 1, 2013</td>
</tr>
<tr>
<td>2014 Spring Web Schedule</td>
<td>December 1, 2013</td>
</tr>
<tr>
<td>2014-15 Course Catalog*</td>
<td>December 31, 2013</td>
</tr>
<tr>
<td>2014 Summer Web Schedule</td>
<td>May 1, 2014</td>
</tr>
</tbody>
</table>

## 2014-15 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>To appear in the:</th>
<th>Proposal must have completed the entire curriculum process by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Fall Web Schedule</td>
<td>June 1, 2014</td>
</tr>
<tr>
<td>2015 Spring Web Schedule</td>
<td>December 1, 2014</td>
</tr>
<tr>
<td>2015-16 Course Catalog*</td>
<td>December 31, 2014</td>
</tr>
<tr>
<td>2015 Summer Web Schedule</td>
<td>May 1, 2015</td>
</tr>
<tr>
<td>2015 Fall Web Schedule</td>
<td>June 1, 2015</td>
</tr>
</tbody>
</table>

*Course and program revisions **must** be published in the catalog in order to be effective. Such revisions include:

- Revisions to a course include changes in title, units, pre- and co-requisites, or major revision of catalog description or topics.

- Revisions to a program include changing the focus of the program, deleting or adding required courses to the program, or modifying program level outcomes.
VIII. CURRICULUM STYLE GUIDE WITH EXPLANATIONS

All outlines, for both courses and programs, are now entered in Los Rios Community College District’s curriculum development system, SOCRATES. As a developer is working on an outline, help is available in each section under the “Help” file. The following provides additional information for the various sections of the outlines. For a sample outline, click on the words “Course Outline Style Guide Sample”

For Course Outlines:

COURSE TITLE Capitalize the first word of the title and all important words thereafter.

- *The Child, the Family and the Community*
- *Cultural Foods of the World*

Choose a title that describes the course content but is succinct.

- **Too verbose:** *Organizing the Environment for Teaching and Learning: Planning Activities, Routines, and the Physical Setting*
- **Too general:** *Disease*
  
  **Better:** *Common Adult Diseases*
- **Unclear:** *Going International*
  
  **Better:** *International Business Environment for Entrepreneurs*

Spell out abbreviations and symbols.

- *Polymerase Chain Reaction (PCR) Methods* **not** *PCR Methods*
- *Decision Making and Problem Solving* **not** *Decision Making & Problem Solving*
- *Leadership and Supervisory Skills* **not** *Leadership/Supervisory Skills*
- *Socialism versus Communism* **not** *Socialism vs. Communism*

Indicate sequence information using one of the following methods.

- Roman numerals after the title:
  
  *Calculus I*
  
  *Calculus II*
Calculus III

• Sequence words:

  Beginning Keyboarding Skills

  Intermediate Keyboarding Skills

  Advanced Keyboarding Skills

  Elementary Italian

  Intermediate Italian

• The word Part followed by an Arabic numeral:

  Mathematics for DC Circuit Fundamentals, Part I

  Mathematics for DC Circuit, Part II

CATALOG DESCRIPTION

Assume that the catalog description reader is an intelligent student who is unfamiliar with your discipline or who has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline.

• Specialized abbreviations are hard to follow: Training includes GMAW and FCAW on heavy plate.

  Better, expanded abbreviations: Training includes Gas Metallic Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW) on heavy plate.

Focus on the content of the course, not the methods of instruction or evaluation.

• The following sentence belongs in the Evaluation Methods section instead of Catalog Description: A comprehensive simulation project will be completed as part of the course. The project will include one quarterly payroll reporting cycle.

Avoid the use of marketing language in the catalog description. Don’t try to sell students on the idea or need for the course.

• Marketing, sales pitch: With the increased connectivity to the Internet and the wide availability of automated cracking tools, organizations can
no longer simply rely on operating system security to protect their valuable corporate data.

**Better:** Beginning with the built-in security features of the operating system, a comprehensive set of strategies for securing corporate data is presented, including network firewalls, intrusion notification software, and effective security practices.

- **Marketing, sales pitch:** An exciting field trip into mountain lion country is required to allow students to identify lion sign and appreciate the natural habitat of this magnificent predator.

  **Better:** A field trip to mountain lion country is required.

Use complete sentences.

- **Not a sentence:** Instruction in critical thinking, reading and writing.
  
  **Sentence:** This course provides instruction in critical thinking, reading, and writing.

- **Not a sentence:** May be taken twice.
  
  **Sentence:** This course may be taken twice.

- **Not a sentence:** Field trips required.
  
  **Sentence:** Field trips are required.

- **Not a sentence:** Not open to students who have completed MATH 320.
  
  **Sentence:** This course is not open to students who have completed MATH 320.

- **Not a sentence:** Meets the CSU American Institutions Requirement.

  **Sentence:** Successful completion of this course meets the CSU American Institutions Requirement.

- [Exception: Use the phrase *Pass/No Pass Only*. It should not be written as a sentence.]

  **Sentence:** This course will cover sources and ways of raising capital for small businesses.
**Present tense, better:** This course covers sources and ways of raising capital for small businesses.

- **Future tense:** Emphasis will be placed on criminal justice terminology.
  
  **Present tense, better:** Emphasis is placed on criminal justice terminology.

  **Present tense, alternative:** Correct use of criminal justice terminology is emphasized.

- **Future tense:** Special attention will be given to managerial uses of cost accounting.
  
  **Present tense, better:** Special attention is given to managerial uses of cost accounting.

- **Future tense:** The course will include a study of the various California and Federal laws pertaining to the computation of earnings and withholdings.

- **Present tense, Better:** This course covers sources and ways of raising capital for small businesses.

Avoid repetitive phrasing.

- **Repetitive:** This course is an introduction to the basic concepts of lighting for stage, film, and television. This course covers the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. The course is designed for Theatre Arts majors.

  **Better:** This course introduces the basic concepts of lighting for stage, film, and television. Topics include the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. It is designed for Theatre Arts majors.

  Spell out acronyms and abbreviations the first time they are used in the description.

- Topics include the WWW, email, chat, news groups, mailing lists, telnet, and FTP.
Better: Topics include the World Wide Web (WWW), email, chat, news groups, mailing lists, telnet, and File Transfer Protocol (FTP).

Avoid first or second person narrative styles. That is, don’t write catalog descriptions as a joint activity between the professor and the student, or as a set of directions to students.

- **First person:** In this course, we will explore the foundations of geology. We will also study the prominent geologic features of California.

  **Better:** The foundations of geology are explored in this course. Topics include the prominent geologic features of California.

- **Second person:** In this course, you will explore the foundations of geology. You will also study the prominent geologic features of California.

  **Better:** Foundations of geology are explored in this course. Topics include the prominent geologic features of California.

- **Directed student activity:** In this course, students will explore the foundations of geology. Students will also study the prominent geologic features of California.

  **Better:** Foundations of geology are explored in this course. Topics include the prominent geologic features of California.

In most cases, use the word *course* rather than *class* in catalog descriptions. The distinction is one of generality, where a *class* is specific instance of a *course*. For example, the Political Science department has one International Relations *course*, but it offers five *classes* a semester of the *course*. The catalog lists *course* descriptions; Socrates contains all *course* outlines; but students purchase a *class* schedule each semester or look on the web for a current list of *classes*.

- The *class* uses a hands-on problem solving approach that emphasizes Internet and other electronic sources. **should be:** The *course* uses a hands-on problem solving approach that emphasizes Internet and other electronic sources.

- This swimming *class* utilizes an “overload” workout approach for improving aerobic fitness through lap swimming. **should be:** This
swimming course utilizes an “overload” workout approach for improving aerobic fitness through lap swimming.

- **HOWEVER**, the following usage of *class* is correct: *Class* sessions consist of warm ups, center dances, and cultural vocabulary.

### Learning Outcomes

Learning outcomes complete the following prompt: *Upon completion of this course, the student will be able to.* Learning outcomes should be measurable or demonstrable. The ARC Curriculum Committee and virtually every curriculum committee in the state, require Bloom’s Taxonomy verbs to ensure that learning outcomes are both measurable and involve critical thinking. For transfer-level (numbered 300 or higher) courses, the majority of course objectives should begin with verbs from the Evaluation, Synthesis, and Analysis areas of the chart below:

**Table 1. Bloom's Taxonomy Verbs (Extension of Bloom et al., 1956)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>appraise, approve, assess, choose, conclude, confirm, criticize, critique, deduce, diagnose, estimate, evaluate, judge, justify, measure, prioritize, prove, rank, rate, recommend, research, resolve, revise, score, support, validate</td>
</tr>
<tr>
<td>Synthesis</td>
<td>arrange, assemble, build, collect, combine, compile, compose, conceive, concoct, construct, contrive, create, design, devise, discover, draft, formulate, generalize, generate, hypothesize, incorporate, integrate, invent, make, manage, originate, organize, plan, predict, propose, produce, reorder, reorganize, set up, structure, synthesize, systematize</td>
</tr>
<tr>
<td>Analysis</td>
<td>analyze, audit, calculate, categorize, certify, classify, compare, contrast, correlate, debate, defend, detect, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory, investigate, question, reason, separate, solve, survey, test, uncover, verify</td>
</tr>
<tr>
<td>Application</td>
<td>adapt, apply, catalogue, chart, compute, consolidate, demonstrate, develop, dramatize, employ, exhibit, extend, extrapolate, illustrate, infer, interpolate, interpret, interview, manipulate, modify, operate, order, practice, prepare, produce, relate, schedule, show, simulate, sketch, submit, tabulate,</td>
</tr>
</tbody>
</table>
Knowledge cite, define, enumerate, label, list, match, name, recall, record, recount, repeat, select, state, write

Use verbs (or equivalent synonyms) from Bloom’s Taxonomy.

- **Not measurable or demonstrable:** understand the concept of “Netiquette” and communication in an online course

  **Better, measurable:** explain the concept of “Netiquette” and communication in an online course

  **Better, gets at the higher-level critical thinking skill of analysis:** compare and contrast communication methods and styles in online and face-to-face courses

- **Not measurable or demonstrable:** appreciate the intricacy and functional interrelationships which exist between the various body systems

  **Better, measurable:** summarize the functional interrelationships which exist between the various body systems

  **Better, gets at the higher-level critical thinking skills of evaluation and synthesis:** predict the impact that disease of one body system has on another interrelated body system.

- **Not clear what the student is being asked to do:** master the instructions for plant installation and care. **Better, using Bloom’s Taxonomy verb:** demonstrate plant installation and care techniques.

Be specific about what students should be able to do at the completion of the course.

- **Too general:** demonstrate mastery of the skills studied

  **Better, specific to a particular course:** compose and deliver extemporaneous public presentations on socially significant and intellectually challenging topics
- **Too general:** organize workflow

  **Better, specific to a particular course:** organize dress-making into specific task and allot a sufficient amount of time to each task.

  Be concise.

- **Wordy, not measurable:** become optimizers; profit-maximizers as an entrepreneur or utility-maximizers as consumers. This will involve formulating models with application to real-world situations.

  **Better, concise:** simulate realistic profit-maximizing behaviors as an entrepreneur or utility-maximizing behaviors as a consumer

  Maintain a neutral viewpoint. Avoid the perception of political or ideological bias.

- **A particular world view:** show how economic entities, from an individual to the world markets, can be made better off through trade

  **Better, neutral viewpoint:** analyze the impact of trade on various economic entities, from individuals to world markets

- **A particular world view:** develop an awareness and appreciation for biodiversity and how resource decisions are made

  **Better, neutral viewpoint:** evaluate the impact of human societies on biodiversity and ecosystem function

**LEARNING OUTCOMES**

Courses as well as programs must have learning outcomes; they must be measurable and are well supported in the Topic section. As per accreditation standards, each degree or certificate must also have a set of measurable and observable student learning outcomes. Program learning outcomes for students are collectively decided upon by program faculty. Once program learning outcomes are approved, professors that teach in the program are responsible for helping students achieve them and for assessing how well students are accomplishing them.

Here are some guidelines for developing and writing program learning outcomes.

- There should be 5 to 7 learning outcomes for degrees and certificates 18 units and over. For low-unit certificates (< 18 units), 3 to 5 learning outcomes are sufficient.
- Each program learning outcome (where the word program is taken to mean degree or certificate) should be the completion of the following prompt:
At the completion of the program, the student will be able to:

- Each learning outcome should be measurable or observable. To accomplish this, start each learning outcome with a verb from the annotated list of Bloom’s Taxonomy Verbs.
- The development of program learning outcomes is a collective responsibility of program faculty. Please make sure that all faculty who regular teach courses in the degree or certificate have an opportunity to contribute and review the program’s learning outcomes.
- There should be a connection between course-level student learning outcomes and program-level learning outcomes. The accomplishment of student learning outcomes in required courses should completely support the accomplishment of the broader student learning outcomes for the degree or certificate. In other words, there should be a direct mapping of course-level learning outcomes to program-level learning outcomes.
- Each program and certificate must have a program map uploaded on to the Student Learning Outcome (SLO) website; and program maps must be updated whenever programs are revised. The Curriculum Chair is to be notified when a program map is completed for revised certificate or degree before they are scheduled for Tech Review. Program maps are part of program reviews.

**COURSE TOPICS**

This section describes the various topics covered during the semester (formerly referred to as the Sequence of Instruction). Generally, you’ll describe a topic for each week (typically 3 hours per week in a 3 unit course, full semester). While an instructor does not need to follow the order of these topics, the content listed in this section must be covered in all sections of this course. Some topics may be listed as optional, or variations mentioned, but these need to be specified.

Describe the topics rather than simply listing a subject, or title. For example, rather than listing “Shakespeare” as a topic by itself in a literature course, describe the specific ways that this will be covered. Or, if the topic is “Fractions” in a Math course, describe what you’ll be covering about fractions in this section (how to multiply fractions; finding the lowest common denominator, etc.)

**Lecture and laboratory topics need to appear on separate lines in the topics list.** For example,

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>File processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sequential text file</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Binary sequential and random (direct) access files</td>
</tr>
</tbody>
</table>
Develop and implement a program that reads and processes a sequential text input file

- The lecture component should start with a noun (as a topic), and
- the laboratory component should start with an action verb indicating what activity is taking place during the lab.

INSTRUCTION METHODS

The Instruction Methods section describes the learning activities that professors use to help students accomplish the learning outcomes for the course. Although the set of instruction methods is representative, please include enough description and detailed examples that an outside reader would get a sense of the course’s level of rigor. Avoid simple laundry lists.

If the course is to be taught via a distance education modality, please describe the type of instruction methods and learning activities that will be used to accomplish the course’s student learning outcomes with that modality. The Distance Education Committee has prepared a set of guidelines to help you get started. Follow this link for the guidelines. The Committee will also review this portion of your course outline and serve as resources.

SHORT TITLE FOR TRANSCRIPTS

If the course title is 30 characters or fewer, keep the short title the same as the course title.

- Large Format Photography stays Large Format Photography
- Social Problems stays Social Problems
- Constitutional Rights stays Constitutional Rights

If the course title exceeds 30 characters, use industry or discipline specific abbreviations to derive a short title fewer than 30 characters.
• Computer-Aided Design and Drafting (CADD) Techniques becomes CADD Techniques

• Polymerase Chain Reaction (PCR) Methods becomes PCR Methods

Drop unimportant words and punctuation.

• The Child, the Family and the Community becomes Child Family Community

Save space by using common abbreviations such as Intro for introduction or introductory, Adv for advanced, 7th for seventh, US for United States, CA for California, etc.

• Introduction to Recreation and Leisure Services becomes Intro Rec and Leisure Services

• California Real Estate Principles becomes CA Real Estate Principles

Shorten title words by truncating after major syllables (e.g., Recreation becomes Rec) or by removing vowels (e.g., Relations becomes Rltns).

• Introduction to Psychology of Human Relations becomes Intro Psych of Human Rltns

**Purpose/Need**

The purpose/need statement is the permanent justification for the course. It explains why the course is a part of the department’s curriculum and the function that it serves. This is also the appropriate location to document **repeatability** as approved by Title 5. Here are some examples:

• This fitness course meets the needs of students who wish to start a group exercise program at a modified level. It focuses on improving flexibility through gentle range of motion exercises, increasing muscular strength through modified strength training, improving balance and coordination to help reduce the risk of falls, and increasing overall functional fitness.

• This course expands the department's offerings in world and popular music, which has shown to be of increasing interest during the past several years. It complements our current World Music appreciation courses and the World Music Ensemble. Specifically, this course helps students with some of the technical demands of playing World Music.

• This course is one of the courses in a multi-disciplinary Graphic Communication program, leading to a certificate in Web Design or
Web/Graphics Production. Completion of one of these certificates prepares the student for entry-level employment in graphic and Web production.

- This course is important for professional practitioners who write software to manage large data sets. It also fulfills the CS2 transfer requirements in Computer Science.

- This course is the US Forest Service's second course in a series of two, which is required for new firefighter recruits. All new firefighters for the US Forest Service must take this course.

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**HOMEWORK ASSIGNMENTS**

Provide at least two detailed representative examples of student assignments to be completed outside of the classroom. There should be a clear connection between these assignments and the course objectives. All courses are required to have students demonstrate critical reasoning, either through essay writing or problem solving exercises. Assignments that demonstrate this should be described either here or in Instruction Methods.

For each distance education modality listed, provide at least two detailed representative examples of student assignments to be completed outside of the virtual “classroom.” It is important to distinguish these assignments from those that are in lieu of in-class assignments. Remember that although the nature of some of the student assignments may vary between in-class and distance education, the amount of overall work should remain comparable.
Format homework examples as follows:

Example #1: (hard return)
Detailed description of homework example #1.
Example #2: (hard return)
Detailed description of homework example #2.

**Evaluation Methods**

The Evaluation Methods section answers the question: upon what activities or products is a student’s grade based? This section is representative of the assessment and evaluation activities that departmental faculty may use to assess the achievement of learning outcomes. Try to be inclusive of multiple pedagogies. Be descriptive. Are there evaluation methods that assess the course’s learning outcomes?

- **Terse, not very descriptive:** Portfolio, midterm, and final exam.
  
  **Better; descriptive and inclusive of multiple evaluation styles:** Oral and written responses to numerous visual and technical problem-solving assignments; final portfolio of semester’s drawing assignments; presentation of final portfolio; quizzes, midterm tests, and final exam.

- **Not a product that can be evaluated:** Gallery visit.
  
  **Better:** Written report describing the gallery visit and field trip.

- **Not a product that can be evaluated:** Daily fitness activities.
  
  **Better:** Notebook containing activity logs and fitness progress charts.

- **Not a product that can be evaluated:** Internet research.
  
  **Better:** Oral presentation of Internet research findings on a major current events topic.

- **Too general:** Creative projects
  
  **Better:** Painting projects selected from self-portraiture, nature study, or classical works.

Additional strong examples:
• Written museum and gallery reports; in-class essays during mid-term and final exams; slide identification of works (who, what, when, when), term paper on artist/art works/style of choice; class participation.

• Individual and group discussion (critiques) of student's work, with emphasis on form and content, materials, techniques and composition. Approximately 10 finished plates are required. Completion of sketchbook of ink drawings, black and white sketches, etc.

TEXTBOOKS

A representative list of textbooks gives discipline colleagues a sense of the content and level of difficulty of the course. In Socrates, the developer enters textbook identification information in clearly labeled fields such as Title, Author, Publisher, {City (only if there is no ISBN)}, Edition, Year, and ISBN. On course outlines, Socrates displays this information in a preformatted style that approximates that of the Publication Manual of the American Psychological Association (APA) style.

Author field: Invert authors’ names with the last name listed first, followed by initial(s).

• Last name only: Spetch
  
  
  Better: Spetch, M. L.

• Last names only: Spetch and Wilkie
  
  
  Better: Spetch, M. L., and Wilkie, D. M.

• Full Name; not inverted: Marvin Lee Spetch
  
  
  Better: Spetch, M. L.

• Last names only; nonstandard separator: Horowitz/French/Wallis/Post
  
  
  Better: Horowitz, M., French, K., Wallis, R. T., and Post, V.

The Latin phrase et al. is sometimes used to shorten a long list of authors. For ease of identification, it’s usually better to list all the authors; however, if et al. is used, please note that et is the Latin word for and, which needs no abbreviation, but al., an abbreviation for alia, does need the period to indicate abbreviation.

• Last names only/incorrectly spelled Latin phrase: Horowitz et. al.

Even Better: Horowitz, M., French, K., Wallis, R. T., and Post, V.

For edited books, write (Ed.) or (Eds.) after the last author’s name.

- **One editor:** Brooks, Z. (Ed.)

- **Two editors:** Rogers, M., and Whitaker, L. (Eds.)

**Publisher:** Enter the name of the company that published the book.

- **Location:** City and State to be listed when an ISBN is not available. Give the city of publication. For U.S. publishers, give the city and state abbreviation (postal abbreviation); for publishers outside the U.S., give the city and country.

Well-known world cities such as New York, San Francisco, Paris, and London may be listed without state abbreviation or code.

- **Incorrect:** Albany
- **Correct, state no longer missing:** Albany, NY
- **Incorrect:** Albany, New York
- **Correct, using two-letter postal abbreviation:** Albany, NY
- **Incorrect:** Evanston, Ill.
- **Correct, using two-letter postal abbreviation:** Evanston, IL
- **Incorrect:** San Francisco, CA.

**Correct, major cities stand alone:** San Francisco

**Year field:** Give the four-digit year that the textbook was copyrighted or published. Only enter numbers for the year. Don’t write Current or Present or Most Recent. Especially for transfer-level courses that articulate to four-year schools, choose the most recent textbook edition available, preferably within the last five years.

In each of the examples below, assume that the current year is 2015.

- **Year abbreviation:** ’15
- **Better:** 2015.
• Word instead of number: Current
  Better: 2015

• Older textbook, 3rd edition: 2004
  Better, most current (7th) edition within the last five years: 2014

• Older classic book, not updated since: 2004
  No change, it’s a classic and there hasn’t been any update: 2004

Locally developed materials: It is not unusual for departments or individual professors to create instructional materials for a particular course. If the instructors make copies to hand out in class, Instructor-provided materials is sufficient; so list like this:

• Instructor-generated materials.
  
  If the instructor compiles materials that students have to buy from the bookstore, then it should be listed as if it was a book. Better: MacGowan, P., and Purcell, C. (2003) Handouts and Identification Activities for HORT 305: Plant Materials I

  If handouts and materials are assembled from various sources and it’s not possible to identify specific authors, write a complete, specific description of the handouts and materials in the Title field and leave the other fields blank.

• Past practice: Instructor-assembled handouts.
  
  Better: Collection of physical fitness handouts assembled from various sources on target heart rate, stretching routines, body mass index calculations, workout injury prevention, and motivational aids.

Articulation Requests:

In this section, the developer may request the specific course to transfer to UC or CSU, and/or request placement in the General Education patterns for UC and CSU, as well as requesting placement in the various ARC graduation requirement categories. Please do not make articulation requests where articulation approval already exists. Making a request removes the current approval.

After selecting the appropriate request, you should contact the Articulation Officer at ARC for information on what you need to do to follow-up on
these requests. (For more detailed information on this process, refer to the Articulation Officer and General Education Subcommittee Sections within this handbook, in the Section, “Roles in the Curriculum Process”.

**FEASIBILITY:**

This section addresses the reason for a specific course, and needs to only be filled out for new to district and new to college courses. Specifically, the outline needs to indicate what type of planning went into this course. (Ex: Is this course part of the department’s Educational Master Plan, or did an Advisory Group recommend such a course?). Additionally, this section asks what impact this new course will have at ARC and in Los Rios. (Ex: Does this course compete with other courses on campus, or within the district?) Further, this part of the outline asks for information about future staffing, equipment, facility, and library/media materials needs with this course.

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FOR DEGREES AND CERTIFICATES:

PROGRAM DESCRIPTION

All degree and certificate outlines should contain a short factual description of the program. The program description provides a brief overview of the degree or certificate.

Try to describe the program in a few sentences. Assume that the reader of the program description is an intelligent student who is unfamiliar with your discipline or who has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline. Here are a few strong examples of clear and concise program descriptions:

- **Carpenters Apprenticeship**: The apprenticeship in carpentry degree is a four-year construction trade program. Carpenters typically build commercial, light commercial, and residential structures from foundation to roof, including concrete and wooden foundations, framing, exterior finishes, flooring, roofing, doors, windows, and skylighting.

- **Science - General (A.S. Degree)**: The general science degree provides a broad overview of the biological and physical sciences. The focus of the program is foundational science courses, including significant laboratory experiences, in preparation for further science study at a four-year college or university.

- **Microcomputer Applications (A.S. Degree)**: The associate degree in microcomputer applications centers around the use of the microcomputer and current software to solve problems in the business environment. Course work includes microcomputer applications in accounting, database, desktop publishing, electronic spreadsheets, graphics, operating systems, telecommunications, word processing, and at least one programming language.

Focus on the content of the degree or certificate, not the methods of instruction or evaluation; however, if the purpose of the degree or certificate is some external certification or permit, it should be included in the program description.

- **Specific methods of instruction should not be included in the program description**: AVOID SENTENCES LIKE: The majority of courses are taught in seminar format.

- **Specific methods of evaluation should not be included in the program description**: AVOID SENTENCES LIKE: All courses in the certificate require either a final paper or final project.

- **HOWEVER, descriptions of licenses, certifications, and permits related to completion of the program are both useful and recommended**: RECOMMEND SENTENCES LIKE: The State of California may issue an Associate Teacher Permit to candidates who have completed this certificate plus appropriate, documented work experience.
**RECOMMEND SENTENCES LIKE:** The coursework includes all the objectives of the CompTIA A+ certification exam.

Avoid the use of marketing language in the program description. Don’t try to sell students on the idea or need for the program. Career information should be included in the optional Career Opportunities section of the program outline not the Program Description.

- **Avoid marketing and sales pitches:** Real estate sales are red hot in California. Real estate brokers make thousands of dollars per sale. Cash in on this sizzling trend by enrolling in our real estate degree program.
  
  **Better:** Real estate fundamentals in appraisal, finance, and business practices are presented with an emphasis on developing effective sales and brokerage skills in a variety of market conditions.

- **Avoid marketing and sales pitches:** A part of the Art History degree experience, you will enjoy exciting field trips to galleries and museums.
  
  **Better:** Field trips to galleries and museums, especially to those that showcase emerging local talent, are an integral part of the Art History degree.

- **Use complete sentences.**
  - Sentence: The fundamentals of basic welds are covered in the first year of the program, with a particular emphasis on personal and team safety procedures.

- **Use the present tense.**
  - Future tense: This program will cover sources and ways of raising capital for small businesses.
  - Present tense, better: This program covers sources and ways of raising capital for small businesses.
  - Future tense: Emphasis will be placed on criminal justice terminology.
  - Present tense, better: Emphasis is placed on criminal justice terminology.
  - Present tense, alternative: Correct use of criminal justice terminology is emphasized.

- **Future tense:** Special attention will be given to managerial uses of cost accounting.
  
  Present tense, better: Special attention is given to managerial uses of cost accounting.

- **Future tense:** The program will include a study of the various California and Federal laws pertaining to the computation of earnings and withholdings.
  
  Present tense, better: This program covers sources and ways of raising capital for small businesses.

  Avoid repetitive phrasing.

- **Repetitive:** This certificate introduces the basic concepts of lighting for stage, film, and television. The certificate covers the planning of lighting
from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. *The certificate* is designed for Theatre Arts majors.

**Better:** This certificate introduces the basic concepts of lighting for stage, film, and television. Topics include the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design.

Spell out acronyms and abbreviations the first time they are used in the description.

- **Topics include the WWW, email, chat, news groups, mailing lists, telnet, and FTP.**
  **Better:** Topics include the World Wide Web (WWW), email, chat, news groups, mailing lists, telnet, and File Transfer Protocol (FTP).

Avoid first or second person narrative styles. That is, don’t write program descriptions as a joint activity between the professor and the student, or as a set of directions to students.

- **First person:** In this certificate, we will explore the foundations of geology. We will also study the prominent geologic features of California.
  **Better:** The foundations of geology are explored in this degree. Topics include the prominent geologic features of California.

- **Second person:** In this certificate, you will explore the foundations of geology. You will also study the prominent geologic features of California.
  **Better:** Foundations of geology are explored in this certificate. Topics include the prominent geologic features of California.

- **Directed student activity:** In this certificate, students will explore the foundations of geology. Students will also study the prominent geologic features of California.
  **Better:** Foundations of geology are explored in this certificate. Topics include the prominent geologic features of California.

- For the new AA-T/AS-T (sometimes referred to as the 1440 degrees or the ADT) this standard description should be used:

  *The Associate in (Art or Science) in (fill in your discipline) for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.*

  *The Associate in (Art or Science) in (fill in your discipline) for Transfer (A.S.-T.) may be obtained by the completion of 60 transferable, semester units with a minimum of a 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses), and (b) the Intersegmental General Education Transfer Curriculum (IGETC).*
Students interested in transferring to a CSU campus to pursue a bachelor’s degree in (fill in your discipline) should meet with a counselor to confirm the courses required for lower division preparation in the major.

PROGRAM COURSE LIST  The list of course requirements for a degree or certificate is the core of all programs. The following guidelines were developed for use in SOCRATES. If it is necessary to modify the course list, please keep these guidelines in mind.

PROGRAM COURSE LIST STYLE GUIDELINES:
The purpose of these guidelines is to create a consistent presentation of course outlines that (i) help reduce visual “clutter,” thereby making the requirements more easy to understand, and (ii), make it easier for readers to find specific courses. These are general rules of thumb that should be used in the vast majority of cases. On rare occasions, following them may make the requirements more difficult to understand. In those cases, they should be ignored. The ultimate goal is clarity and simplicity both in content and visual presentation, not the slavish following of rules. This should be remembered both when creating requirements as well as presenting them.

1. Order courses alphabetically by subject designator (prefix), and numerically within a subject. This should be done with the main course list and with each restricted elective list (a list of courses that begins with A minimum of x units from the following.)

2. When creating an “or” course entry, the course list should be in alphabetical order first, and then numerical (e.g., “BUS 110 or ECON 302 or PHIL 300”) or and course entry (e.g., “CHEM 304 and CHEM 305”).

3. When creating a complex cluster (a course entry that connects at least three courses together with a combination of and’s and or’s), make the structure as simple as possible where the statement begins with the least number of brackets possible. You should keep the list as short as is possible, preferably with no more than five courses. (Much more than that and it will be extremely difficult to understand.) Do not be concerned with the alphabetical order within the cluster when you are just adding the courses; simplicity of structure overrides all other considerations. Once the cluster is completed, use the first course listed in the cluster to alphabetically place the cluster in the course list. (See the complex and/or cluster in the management degree example below.)

4. When placing a complex cluster in the main course list, as opposed to a restricted electives list, the main connective should always be or, never and. This is because in a main course list, there is an implicit and in front of every course entry. Such a cluster should be separated into two
course entries to be listed separately. (In a restricted electives list, this is not so.)

5. If you attempt to create an or list or an and list, but one of the courses does not exist, leaving you with only one course, you should delete that course and re-enter it with the Individual course(s) entry selection.

6. When entering a variable unit course where you want the student to have a minimum number of units that is greater than the minimum listed with the course, use a restricted elective to do so. (See MGMT 294 in the example below.) If you want the student to have the minimum that is the course’s minimum, simply enter the course as is. (See BUS 498 in the example below.)

   Note: You may restrict the minimum of a variable unit course to the minimum value (by making it a restricted elective) only if the course outline indicates that the course is taught with distinct well-defined modules that correspond to the units earned.

7. When creating lists of restricted electives, place the lists at the bottom of the entire course list.

8. If there is more than one list of restricted electives, order the lists from the smallest list to the largest list, regardless of what course is the first course in the lists. If you have more than one list of restricted electives with the same number of courses listed, then order them alphabetically according to the first course in each list.

9. If the list of restricted electives consists of a single general statement like “Any two CIS courses not used to fulfill other requirements of the program,” then it should be the last list even though there is only one entry. Such lists are frowned upon by the Curriculum Committee. It is better if you actually enter a specific set of courses that meet the requirement you have in mind.

10. If the program has pre-enrollment courses to a program (which is extremely rare and requires extra justification), these courses should be identified as such by a header title. The header is created in the Suggested Sequence section of the Course List tab. These courses should be listed prior to listing other required courses. (See nursing degree example below.)

11. Header titles should be used to group courses only in unusual cases such as when the program has pre-enrollment courses, or the courses must be taken in a pre-scribed sequence. (See nursing example.)

12. To avoid having multiple footnotes repeating the same information about different courses, you may wish to ignore guidelines #1 or #2 above to list the courses together and use only one footnote to refer to all of them. (See nursing example. Also note how the NURSE courses in the pre-enrollment section are not listed alphabetically relative to the other courses. This is because listing them at the end of the list places them immediately prior to the other nursing courses that are taken after enrollment in the program. Keeping all of the nursing courses in a single
sequence makes it clearer as to what the entire nursing course requirement is while also showing which courses are pre-enrollment and which ones aren’t.

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Management A.A. Degree Example

**Required Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>3-4</td>
<td>Fundamentals of College Accounting</td>
</tr>
<tr>
<td>or ACCT 301</td>
<td>4</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BUS 110</td>
<td>3</td>
<td>Business Economics</td>
</tr>
<tr>
<td>or ECON 302</td>
<td>3</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>BUS 300</td>
<td>3</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BUS 310</td>
<td>3</td>
<td>Business Communications</td>
</tr>
<tr>
<td>or MGMT 360</td>
<td>3</td>
<td>Management Communication</td>
</tr>
<tr>
<td>BUS 330</td>
<td>3</td>
<td>Managing Diversity in the Workplace</td>
</tr>
<tr>
<td>BUS 340</td>
<td>3</td>
<td>Business Law</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>3</td>
<td>Introduction to Modern Management</td>
</tr>
<tr>
<td>or MGMT 362</td>
<td>3</td>
<td>Techniques of Management</td>
</tr>
<tr>
<td>or MGMT 304</td>
<td>3</td>
<td>Introduction to Management Functions</td>
</tr>
</tbody>
</table>

\(^1\) Note: This is a constructed example and not necessarily reflective of an actual ARC program
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**A minimum of 3 units from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSTEC 305</td>
<td>Introduction to Office Technology</td>
<td>(1)</td>
</tr>
<tr>
<td>BUSTEC 310</td>
<td>Introduction to Word/Information Processing</td>
<td>(1 - 3)</td>
</tr>
<tr>
<td>CISA 305</td>
<td>Beginning Word Processing</td>
<td>(2)</td>
</tr>
<tr>
<td>CISA 340</td>
<td>Presentation Graphics</td>
<td>(2)</td>
</tr>
</tbody>
</table>

**A minimum of 6 units from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 21210</td>
<td>The Business Plan</td>
<td>(1)</td>
</tr>
<tr>
<td>BUS 21212</td>
<td>Marketing for Small Businesses</td>
<td>(1)</td>
</tr>
<tr>
<td>BUS 21214</td>
<td>Financing a Small Business</td>
<td>(1)</td>
</tr>
<tr>
<td>BUS 21216</td>
<td>Essential Records for the Small Business</td>
<td>(1)</td>
</tr>
<tr>
<td>BUS 21218</td>
<td>Management Skills for the Small Business</td>
<td>(1)</td>
</tr>
<tr>
<td>BUS 22220</td>
<td>Retailing and Merchandising for the Small Business</td>
<td>(1)</td>
</tr>
<tr>
<td>BUS 35350</td>
<td>Small Business Management/Entrepreneurship</td>
<td>(3)</td>
</tr>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Any management course.

Total Units: 33 - 34

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### Nursing A.S. Degree Example

#### Required Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>430</td>
<td>Anatomy and Physiology</td>
<td>5(^3)</td>
</tr>
<tr>
<td>BIOL</td>
<td>431</td>
<td>Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL</td>
<td>440</td>
<td>General Microbiology (4)</td>
<td>4 - 5</td>
</tr>
<tr>
<td>or BIOL</td>
<td>442</td>
<td>General Bacteriology (5)</td>
<td></td>
</tr>
<tr>
<td>ENGWR</td>
<td>300</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>NUTRI</td>
<td>300</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>300</td>
<td>General Principles</td>
<td>3</td>
</tr>
<tr>
<td>SPEECH</td>
<td>301</td>
<td>Public Speaking (3)</td>
<td>3(^4)</td>
</tr>
<tr>
<td>or SPEECH</td>
<td>331</td>
<td>Group Discussion (3)</td>
<td></td>
</tr>
</tbody>
</table>

\(^2\) This is a constructed example and not necessarily reflective of an actual ARC program.

\(^3\) BIOL 430, 440, and 442 have a prerequisite of an introductory college chemistry course with a grade of “C” or better. Please check catalog course descriptions.

\(^4\) SPEECH 301 or 331 must be taken either prior to or concurrently with NURSE 400.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSE</td>
<td>400</td>
<td>Fundamentals of Medical-Surgical Nursing I</td>
<td>10.5</td>
</tr>
<tr>
<td>ANTH</td>
<td>310</td>
<td>Cultural Anthropology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or SOC</td>
<td>300</td>
<td>Introductory Sociology (3)</td>
<td></td>
</tr>
<tr>
<td>NURSE</td>
<td>410</td>
<td>Maternal/Child and Medical-Surgical Nursing II</td>
<td>10.5</td>
</tr>
<tr>
<td>NURSE</td>
<td>420</td>
<td>Psychiatric and Medical-Surgical Nursing III</td>
<td>10.5</td>
</tr>
<tr>
<td>NURSE</td>
<td>430</td>
<td>Management of Multiple Patients and Medical - Surgical Nursing IV</td>
<td>10.5</td>
</tr>
</tbody>
</table>

**Total Units:** 71 - 72

SOC 300 or ANTH 310 must be taken either prior to or concurrently with NURSE 410.
APPENDIX A.

LOS RIOS COMMUNITY COLLEGE GUIDELINES FOR PREREQUISITE AND COREQUISITE VALIDATION for non-sequential courses utilizing Math, English, Reading, and ESL that cannot be justified by transfer requirements, statute/regulations, or health and safety requirements.

1) IDENTIFICATION: The discipline faculty will identify courses to which they might consider adding a prerequisite or corequisite. This identification, when feasible, should be based on several factors, including documented low course success rates, analysis of the outcomes of current students with and without the prerequisite or corequisite, or surveys of students and instructors regarding their perceptions about the need for the prerequisite or corequisite. Discipline faculty will engage in preliminary conversations with the Research Office and the Faculty Curriculum Chair about these factors, the required validation process, and disproportionate impact analysis.

2) IN-DEPTH CONTENT REVIEW: The content review of each course is completed by the discipline faculty.
   a) The content review must involve discipline faculty with appropriate expertise.
   b) The content review shall be based on the COR (Course Outline of Record) and any other available course materials (per state guidelines) with particular attention to Student Learning Outcomes (SLOs) and course objectives.
   c) Entrance Skills (prerequisite) – The discipline faculty shall specify the knowledge, skills, and abilities needed upon entry into the course.
   d) Concurrent Skills (corequisite) - The discipline faculty should specify the knowledge, skills, and abilities which must be developed concurrently with the target course.
   e) The discipline faculty shall identify the appropriate course or courses that would develop entrance or concurrent skills needed for success in the target course.

3) Rationale – The discipline faculty must match the exit skills (SLOs and objectives) of the prerequisite or corequisite course with the knowledge, skills, and abilities needed upon entering the target course or concurrent with the target course. When a course has been chosen as a possible prerequisite or corequisite, contact the research office and Faculty Curriculum Chair as data analysis may be needed before the requisite is proposed to the Curriculum Committee. This analysis may include comparisons of the success of students with and without the prerequisite/corequisite in the target course, analyses of students and/or instructor perception of the need for the prerequisite/corequisite, and disproportionate impact analysis. (NOTE: Analyses of the impact of the requisite are required, but in some cases, may be done after the requisite has been established.)

DOCUMENTATION: Documentation of the content review process must be included in the COR using SOCRATES.
   a) After selecting the appropriate requisite, choose “Content Review and Other” from the drop-down menu found by selecting the “Justifications” tab.
   b) Choose those SLO’s and objectives of the prerequisite or corequisite course deemed necessary for success in the target course.
   c) In the textbox towards the bottom of the page, enter the following as referenced in #2:

   i. Summary of Methods – Summarize the process used to determine the prerequisite or corequisite. Include who performed the evaluation, their expertise, and what sources were used to make the determination (COR, course syllabi, related
instructional materials, course format, type & number of exams, and/or grading criteria).

ii. Entrance Skills (prerequisite) – Type “Upon entering this course, the student must be able to” followed by the entrance skills deemed necessary for success.

iii. Concurrent Skills (corequisite) – Type “The following skills must be acquired concurrently with the target course in order for the student to be successful” followed by the concurrent skills deemed necessary for success.

iv. Rationale – Explain the links between the entrance or concurrent skills needed for the target course and the SLO’s and objectives of the prerequisite or corequisite course. For corequisites, also explain the sequencing of the concurrent skills with the target course.

4) SUBCOMMITTEE REVIEW: The Prerequisite/Corequisite/Advisory Subcommittee reviews the COR to ensure that the content review was completed and documented satisfactorily and makes a recommendation to the Curriculum Committee.

5) CURRICULUM COMMITTEE REVIEW: The Curriculum Committee will review the documentation of the in-depth content review. The Curriculum Committee may require more content review documentation. If a prerequisite or corequisite cannot be clearly established by this in-depth content review and initial analysis, and the discipline faculty still wants to implement the prerequisite or corequisite, then more-detailed research must be undertaken. The faculty will then contact the Research Office to develop a methodology and timeline to use research to determine the impact of the new prerequisite or corequisite. The Research Office will conduct the needed research.

6) REVIEW CYCLE: The prerequisite or corequisite will need to be reviewed a minimum of every 6 years. Some courses may require more frequent reviews based upon other requirements.

05/01/2012
COLLABORATION PLAN FOR IMPLEMENTATION OF THE LRCCD PREREQUISITE/ COREREQUISITE GUIDELINES
for non-sequential courses utilizing Math, English, Reading, and ESL that cannot be justified by transfer requirements, statute/regulations, or health and safety requirements.

1. Each department prioritizes courses that will add prerequisites or corequisites.
2. Each college will create a collaboration team.
   a. Charge of the collaboration team – prioritize and decide the number of courses that will be submitted to the curriculum committee. Timelines will be developed by the collaboration team.
3. Membership of the collaboration team will be determined by each college.
   a. Faculty Members will be appointed by the Senate President. Managers will be appointed by the Vice President of Instruction.
   b. To be considered: Curriculum Chair, VPI, Research Office representative, Prerequisite Subcommittee representative, Counselor, Articulation Officer, faculty/deans of Math, English, Reading, and/or ESL departments, and any other interested individuals.
4. Criteria to consider in determining the courses and the number of courses to be submitted to the curriculum committee.
   a. The method used to determine which courses might be the most compelling candidates for new prerequisites or corequisites
   b. The provision of appropriate numbers of prerequisite or corequisite course sections
   c. The assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
   d. Training for the curriculum committee
   e. The use of research to evaluate the effect of new prerequisites or corequisites on student success with particular attention to disproportionate impact.
   f. Implications across the district
      i. Monitor same courses offered at two or more colleges when a college(s) adds a prerequisite or corequisite while the other college(s) do not.
      ii. Monitor disproportionate impact at the colleges with or without prerequisites or corequisite.
      iii. Graduation Requirements – If course A at College A has a prerequisite or corequisite and course A at College B does not have a prerequisite or corequisite, it is possible that a student applying for graduation at College A may not meet the graduation requirements because course A taken at College B does not have a prerequisite or corequisite.
      iv. Articulation of courses with or without prerequisites or corequisites.

5/01/2012

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APPENDIX B

PROGRAM FOCUS REVIEW

Purpose To critically review a program for possible discontinuance or to recommend changes needed to enhance its viability.

Process
1. Using at least one of the Initiating Criteria, a request is made to the Curriculum Committee to initiate a Program Focus Review.

2. The Curriculum Committee (CC) reviews the request, confirms the initiating criteria, and if in agreement, forms the Program Focus Review Committee (PFRC).

3. The PFRC conducts the review using the guidelines. Prior to sending it to the CC, the PFRC notifies the Program’s Department Spokesperson and Area Dean of its recommendation.

4. PFRC sends its recommendation to the CC.

5. CC receives PFRC recommendation and schedules a hearing with the program’s department. CC then forms its recommendation.

6. Curriculum Committee’s faculty co-chair takes CC recommendation to Academic Senate. Vice President of Instruction (VPI) takes CC recommendation to President’s Executive Staff (PES).

7. The recommendation is presented to the President at a joint meeting of the Academic Senate’s Executive Officers and the President’s Executive Staff.

8. President makes decision.

Note: Any request for further information or clarification should be directed to the Curriculum Committee Chair for disposition.

Initiating Criteria One or more of the following:

- Declining Market/Industry Demand (local, regional, etc.)
- Advisory Committee Recommendation
- Lack of Availability of Resources
- Declining Enrollment/Productivity Trends
- Declining 4-year College/University Transfer Trends
Note: Trends must be at least 3 years

- Department Chair in consultation with department members, or when there is no department chair, a majority of the department members.

- Curriculum Committee Chair in consultation with Curriculum Committee members: Vice-President of Instruction in consultation with program’s division dean and Associate Vice-President, Instruction 5 faculty and 2 administrators, none of which is directly involved with the program under review.

If the program under review is vocational, then the 5 faculty must include:

three vocational faculty, one non-vocational faculty, one counselor familiar with vocational programs, and the two administrators must include at least one who works with vocational pro-grams.

If the program under review is non-vocational, then the 5 faculty must include:

three non-vocational faculty, one vocational faculty, one counselor familiar with non-vocational programs, and the two administrators must include at least one who works with non-vocational programs.

- PFRC must review and analyze each of the following:
  - Market/Industry Demand (local, regional, etc.)
  - Advisory Committee Recommendation
  - Availability of Resources
  - Enrollment/Productivity Trends
  - 4-year College/University Trends
  - Relationships to other Campus Programs
  - Recent Curriculum Redesign/Changes
    - Trends in Course Offering/Scheduling
    - Trends in Diversity of Courses
  - Most Recent Program Review Recommendations
  - Contribution to College and Community
Note: It’s the responsibility of the program’s faculty (regular and adjunct) and the program’s division dean to make the necessary information available to the PFRC.

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APPENDIX C

CURRICULUM CONFLICT BETWEEN DEPARTMENTS — RESOLUTION PROCEDURES

- Degrees and certificates include courses from multiple subject areas. If one department changes a course (e.g., increases the number of units), adding or removing a prerequisite/corequisite course from another department might have an impact on the enrollment or curriculum offerings of that department.

- In an emerging subject area, two or more departments might have an interest in offering courses in the new subject.

- **Departmental Dialogue Phase.** Most curriculum conflicts are minor and can be resolved when both parties sit down to consider both sides of the issue. Prior to involvement by the Curriculum Committee, it is expected that at least one meeting involving the concerned faculty, the department chairs from both disciplines, and the two division deans will have taken place. The Curriculum Committee will look for evidence that there has been a fair and careful exploration of possible solutions and compromises related to the curriculum conflict.

- **Initiation Phase.** One or more departments request the involvement of the Curriculum Committee as a neutral third party in resolving curriculum conflict. Request should be submitted in writing by one or more department chairs. Evidence that a department-to-department meeting has taken place, including the date of the meeting, the list of the attendees, and minutes from the meeting, should be attached to the written request.

- **Data Collection Phase.** Curriculum Committee collects information about the area of conflict. Individual departments present documents and evidence from their respective point of views.

- **Mediation and Arbitration Phase.** Curriculum Committee sponsors a mediated session between departments in conflict, the goal of which is to identify a mutually satisfying resolution to the conflict. Specifically, the following courses of action will be explored as applicable: □□□□

  Creating joint programs and cross-listing of courses is fully considered and explored by all sides.

□ If a course is to be deleted, alternative courses to replace it are discussed prior to the deletion. Alternatives could either be found or created so that a program is not left “in the cold.”

Look for evidence that the curriculum activity (addition or deletion) is a part of a larger planning process within the department.

If the conflict resolution process above fails to generate a compromise or satisfactory resolution, the Curriculum Committee as a whole takes on the role of arbiter and both parties must begin a process of arbitration. In this process, the Curriculum Committee—either through committee consensus, or,
if that is not possible, by committee vote—develops a recommendation resolving the conflict. If voting is necessary, the representatives from divisions with departments in conflict are recused. The Curriculum Chair only votes in case of a tie. If the Chair’s home division is a party in the conflict, he or she will also be recused and the Associate Vice-President of Instruction will break the tie.

The recommendation about resolving the curriculum conflict is then forwarded to the Academic Senate for final decision. It can impact the degree or certificate from another department.
APPENDIX D

LOS RIOS THEMATIC NUMBERING STYLE GUIDE

INTRODUCTION

Colleges in Los Rios use a common numbering system for all courses. This style guide describes the necessary format for choosing an appropriate course identifier.

SOME BASIC TERMINOLOGY

Here are a few terms that will be useful for understanding the Los Rios Thematic Numbering System:

**Catalog department.** Courses at all Los Rios colleges are organized under major headings called "catalog departments." These are the major headings that are found in the college catalogs. A few examples include English, Mathematics, Chemistry, Legal Assisting, Art, and Psychology. Although there is some overlap, catalog departments are not equivalent to academic departments. Catalog departments are simply useful divisions that help students identify courses that they might be interested in. For example, Geography and Geology are separate catalog departments, but at some Los Rios colleges, the Geography and Geology faculty are in one academic department—Earth Science—with one department spokesperson.

**Subject designator.** Specializations within a catalog department are called subject designators. For example, the catalog department Mathematics contains two subject designators: Mathematics (MATH) and Statistics (STAT); the Music department has four subject designators: Music Fundamentals/History and Literature (MUFHL), Music Instrument/Voice Instruction (MUIVI), Music Performance (MUP), and Music Specializations (MUSM). In many cases, the catalog department will have only specialization: the Journalism department has Journalism (JOUR) as its sole subject designator.

**Subject prefix.** A subject prefix is simply an abbreviation for a subject designator. It must consist of five or fewer upper case characters. A space may be used, but no other punctuation or symbol may be used. For example, the subject designator History has prefix 'HIST'; Computer Information Science - Programming has prefix 'CISP.'

**Course number.** A course number is a number that follows the subject designator. For example, the '20' in MATH 20, the '103' in MATH 103, and the '420' in MATH 420 are examples of course numbers in the Mathematics subject designator.

**Course identifier.** A subject designator (or prefix) together with a course number produce a unique course identifier. For example, Psychology 300 (or PSYC 300) is the Los Rios course identifier for an introductory, transfer-level course in Psychology.
**Course Identifier Format**

Every course offered by Los Rios colleges is assigned its own course identifier. Using the following guidelines, college and district curriculum committees, under the authority of the Academic Senates, are responsible for assigning appropriate course identifiers:

**Subject Designator.** Each Los Rios course must have a designator selected from the official list of subject designators and prefixes as entered in the Socrates Curriculum System. For example, Applied Psychological Principles is a course within the Psychology (PSYC) designator, and Powerplant Theory and Maintenance is a course within the Aeronautics (AERO) designator. In many cases, there will be only one choice of designator/prefix for a given course. When there is a choice, the new course should have the same designator/prefix as related courses already in the curriculum.

**Course Numbers.** To distinguish courses within each subject designator, a number from 1 to 499 is used. For instance, MATH 1, MATH 2, ..., MATH 499 are all valid subject identifiers within the Mathematics designator.

**Number Ranges.** The general type of course basic skills, college-level non-transfer, or transfer is determined by three course number ranges:

<table>
<thead>
<tr>
<th>Range</th>
<th>Course Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-99</td>
<td>Basic Skill and Developmental Courses</td>
<td>ENGL 21 (Spelling)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 34 (Prealgebra)</td>
</tr>
<tr>
<td>100-299</td>
<td>A.A./A.S. Degree Applicable, Non-transfer Level Courses</td>
<td>ENGL 142 (Writing in the Workplace)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 130 (Intermediate Algebra)</td>
</tr>
<tr>
<td>300-499</td>
<td>Transfer-level Courses</td>
<td>ENGL 300 (College Composition)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 410 (Differential Equations)</td>
</tr>
</tbody>
</table>

These ranges are firm, and no exceptions are allowed. For example, if a non-transferable course becomes transferable, then it must be renumbered between 300 and 499.
THEMATIC BLOCKS. Within a given subject designator, numbers are organized in thematic blocks of 10. Each course is grouped with related courses in a particular thematic block. An example of a set of thematic blocks is given below for Anthropology.

Anthropology (ANTH)

<table>
<thead>
<tr>
<th>Block</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-309</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>310-319</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>320-329</td>
<td>Specific Cultures</td>
</tr>
<tr>
<td>330-339</td>
<td>Archaeology</td>
</tr>
<tr>
<td>480-489</td>
<td>Honors</td>
</tr>
<tr>
<td>490-499</td>
<td>Reserved</td>
</tr>
</tbody>
</table>

Thematic blocks allow for structured growth. New courses proposed within Los Rios are assigned a number in an appropriate thematic block based upon course content. Additional thematic blocks can be added in growing departments.

NATURAL ORDER. To the greatest extent possible, a course's number should reflect its place in the curriculum sequence. More intensive or rigorous academic offerings should have higher course numbers than less intensive ones. Courses with prerequisites should have higher numbers than their prerequisites. For example, MATH 120 (Intermediate Algebra) is a prerequisite for Math 330 (Trigonometry); Math 370 (Pre-Calculus) is a prerequisite for Math 400 (Calculus). It is understood that this principle only makes sense in departments with a sequenced curriculum (e.g., MATH, PHYS, SPAN). In other departments, the number order only reflects grouping into thematic blocks and does not imply any message about intensity or rigor (e.g., E LIT, DANCE, FITNS, TA).

HONORS THEMATIC BLOCK. In each subject designator, the 480-489 block of numbers is set aside for honors courses. For example, Philosophy has the following honors courses: PHIL 480 (Classical Philosophy - Honors), PHIL 481 (History of Modern Philosophy - Honors), PHIL 482 (Law, Justice, and Punishment - Honors). All honors courses should be numbered in the 480 block.

RESERVED THEMATIC BLOCKS. The 290 and 490 blocks are reserved in each subject designator for Topics, Independent Study, Teaching Assistant, Internship, Work Experience, and Experimental Offering courses.
## Table 2. Reserved Courses

<table>
<thead>
<tr>
<th>Number (Non-transfer/Transfer)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>294/494: Topics in Subject</td>
<td>A Topics course has a consistent pedagogy as described by a complete course outline of record—but with a focus area which changes from term to term. This course may be developed in cooperation with industry to meet specialized training needs. In general, the topics discussed in this course are not included in current curriculum offerings.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Type</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>295/495: Independent Studies</td>
<td>An Independent Studies course involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).</td>
</tr>
<tr>
<td>297/497: Internship in Subject</td>
<td>An Internship course provides students with a supervised instructional experience in a field setting. Interns generally perform structured activities as a volunteer rather than in a paid position. The exact requirements for an Internship course are governed by California Title V regulations and Los Rios board policy.</td>
</tr>
<tr>
<td>298/498: Work Experience in Subject</td>
<td>A Work Experience course allows students to earn college credit by combining volunteer or paid work experience and classroom training. Using their jobs as learning situations, the students join with their employers and the college in establishing learning objectives to be accomplished during the semester. The exact requirements for a Work Experience course, including prerequisites and units-for-hours formulas, are governed by California Title V regulations and Los Rios board policy.</td>
</tr>
<tr>
<td>299/499: Experimental Offering in Subject</td>
<td>An Experimental Offering is a course that is offered on a trial basis. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An Experimental Offering should generally be submitted for approval a regular course, or discontinued, within one year.</td>
</tr>
</tbody>
</table>

If a department needs additional Topics courses beyond 294/494, the numbers 293/493, 292/492, 291/491 should be used in that order. For example, in English Literature (E LIT), 'Topics in English Literature' is E LIT 494; but additional topics courses would be numbered like this: 'Short Story Topics' would be E LIT 493; and 'Topics in the Novel’ would E LIT 492.

The numbers 90, 290, and 490 may be used as placeholder numbers. Students enroll in these courses initially, but then are re-enrolled in a standard course based upon their progress. For example, MATH 290 is Individualized Mathematics. Students enroll in the 290 course initially, but, based upon their progress in an individualized format, they are given credit for MATH 30 Prealgebra, MATH 100 Algebra, or MATH 120 Intermediate Algebra.
In departments with significant basic skills offerings, the 90-99 block may be reserved for self-study and tutoring courses.

**MODULARIZED COMPONENTS OF AN EXISTING COURSE.** Modularized components of an existing course are designated with the course number of the existing course followed by a decimal, then a number from 1-9. With this type of course, students receive credit for the existing course once they have completed each of its modular components. Each module is treated as a separate course. If the modules must be taken in order, then the decimal number should reflect that order. For example, the Psychology 360 (Psychology of Death and Dying, 3 units) is offered as a sequence of 6 modules: PSYC 360.1 (Introduction to Thanatology, 0.5 units), PSYC 360.2 (Fear of Death, 0.5 units), PSYC 360.3 (Dying as a Process, 0.5 units), PSYC 360.4 (Death and the Family, 0.5 units), PSYC 360.5 (Volitional Death, 0.5 units), PSYC 360.6 (Economics and Legalities of Death, 0.5 units). Successful completion of PSYC 360.1, 360.2, 360.3, 360.4, 360.5, 360.6 is the same as successfully completing PSYC 360, the 3-unit course.

The decimal convention for modularized courses may only be used when an existing course is modularized. This convention should be used only for modules, not as a method for distinguishing courses.

**Course Letter Suffices Not Used.** Previous practice allowed letter suffices to be appended to course numbers. This convention is not used under Thematic Numbering.

**Sacramento Regional Public Safety Training Center Courses.** Courses offered at the Public Safety Training Center are substantially different in scope and purpose than the basic skills, college-level non-transfer, and transfer courses offered by other Los Rios academic departments. To reflect their unique differences, courses from the Center are numbered from 1000 to 1999. Other than use of four-digit course numbers, Center courses are numbered similarly to other Los Rios courses. Thematic blocks are used to organize Center courses, and prerequisite order is reflected in the sequence of course numbers.

**Extension and Community Education Courses.** Some Los Rios colleges offer non-credit, community education courses through their extension programs. Like the Public Safety Training Center, these courses differ significantly in scope and purpose from the courses offered by other Los Rios academic departments. For this reason, extension courses are numbered from 2000-2999. Other than use of four-digit course numbers, extension courses are numbered similarly to other Los Rios courses. Thematic blocks are used to organize extension courses, and prerequisite order is reflected in the sequence of course numbers.

**Los Rios Coordination**

Similar courses may be offered by more than one Los Rios college. The following guidelines describe how these courses are coordinated under thematic numbering:
Thematic Numbering of Related Courses. Related Los Rios courses, no matter at which college they are offered, are assigned to an appropriate thematic block. For example, MATH 330 (Trigonometry, 3 units, ARC), MATH 333 (Trigonometry, 4 units, SCC), and MATH 335 (Trigonometry with College Algebra, 5 units, CRC, FLC) are all Trigonometry-level courses in the "330 thematic block". Differences in the courses reflect the adaptation of individual curricula to the needs of the local student population served by the college, and yet, the courses share a common core content and a common prerequisite (MATH 110 Geometry and Math 120 Intermediate Algebra). Under Thematic Numbering, "330 block" Trigonometry courses can easily be seen as comparable.

Rule of Five. A course is considered the same across Los Rios if it satisfies the following five criteria:

• same course number

• same course title

• same number of units

• same academic level (basic skills, college non-transfer, transfer)

• similar, but not necessarily identical, course descriptions and course content

In practice, the Rule of Five simply means that, if a course is offered by more than one college and has the same identifier, it is treated as the exact same course at each Los Rios college and is presented as being the same course to our articulation partners at four-year institutions. Courses that differ on one of the criteria in the Rule of Five are required to have different course identifiers.

Here are some examples illustrating the Rule of Five:

Common Course Identifier. College Composition is a 3-unit, transfer course that is offered by all Los Rios colleges. With the exception of minor differences in course description and course outline, the content of the courses is essentially the same throughout Los Rios. College Composition satisfies the Rule of Five and uses the common course identifier ENGL 300.

Change in Units at One College. To meet local needs, CRC would like to offer ENGL 21 (Spelling) as a 3-unit class instead of as a 2-unit class as it is at ARC. Colleagues at ARC, FLC, and SCC concur that it makes sense for CRC to create 3-unit version of the ENGL 21 course; however, the existing 2-unit ENGL 21 continues to work fine for ARC. Under the Rule of Five, the course proposed by CRC is not the same as the ENGL 21 course currently being offered by ARC because it doesn’t have the same number of units. Therefore, CRC will use a new course identifier in the same thematic block as the existing course, perhaps ENGL 28.

Change in Title at One College. To create a new focus in its French language program, SCC wants to change the title of FREN 100 (Conversational French, Elementary) to Everyday French Language, Life,
and Culture, Part 1. Colleagues at ARC, CRC, and FLC concur that it makes sense for SCC to create a version of the FREN 100 course with the new title; however, the existing title meets the needs of ARC, CRC, and FLC and they don't plan to change their course titles. Under the Rule of Five, SCC is proposing a new French course entitled Everyday French Language, Life, and Culture, Part 1. As a new course, it will be assigned a new course identifier in the same thematic block as the existing course, perhaps FREN 105.

**Substantial Change to Catalog Description or Course Content at One College.** In response to student needs, FLC would like to split the 5-unit Math 120 (Intermediate Algebra) into a two-semester sequence rather than the one-semester format offered at the other Los Rios colleges. Colleagues at ARC, CRC, and SCC agree that the two-semester format would work best at FLC, but they prefer their one-semester version. Under the Rule of Five, FLC is proposing two new courses with different identifiers (MATH 123, MATH 124), different titles (Intermediate Algebra, Part 1 and Intermediate Algebra, Part 2), and new units (3 units, 3 units, respectively).

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GUIDELINES FOR HONORS COURSES

These guidelines are to be used by faculty when preparing for Curriculum Committee review of Honors courses. Additional course specifics may be added as appropriate.

**Prerequisites**

Honors courses must meet the same general prerequisites as listed for the non-honors version of the course; and, honors courses require prerequisites which are higher than the non-honors version.

To be eligible for an Honors course, the student must assess into ENGWR 480.

**Catalog Description**

Any of these may apply:

- A major distinction of the honors courses is that students are more responsible for the teaching and learning process. There is more emphasis on participatory classroom styles.

- The honors course typically changes the class format to facilitate more student control of the learning process (for example, independent study, or collaborative work).

- More sophisticated material (for example, a different reading list) is generally used in the honor course, and there is often more work than in non-honors courses.

- The Honors course often requires independent research.

- Other catalog description information may be specified.

- The honors course will emphasize applications and interrelationships with less emphasis on basic rote skills.

- Students will conduct more sophisticated analysis: be able to recognize and evaluate options, make distinctions, recognize implications, extrapolate from prevailing data, make projections, and formulate proposals.

- Students will be able to move between the concrete and the abstract.

- Students will be able to focus ideas and express points succinctly.
• Other course objectives may be specified.

**Methods of Instruction**

• Sections of honors courses may be held in a seminar or studio environment where a variety of methods may be used, including team teaching.

• Professors will provide opportunities for students to take responsibility for planning and executing learning activities.

**Methods of Evaluation**

Any of these may apply:

• Student self-evaluation or student/peer evaluation may be used.

• Collaborative projects may be evaluated.

• Essay exams rather than objective tests will be the norm.

• Other methods of evaluation may be specified.
APPENDIX F GUIDELINES FOR LEARNING COMMUNITY COURSES

GUIDELINES FOR LEARNING COMMUNITY COURSES

These guidelines are to be used by Faculty when proposing to teach a Learning Community.

Learning Communities involve a common group of students enrolled in a linked group of courses and a collaboration among faculty to achieve a stated purpose.

In general, students enrolled in a Learning Community have the opportunity for deeper understanding and integration of the material they are learning, as well as more opportunities for interactions with one another.

The following are specific goals for our Learning Communities:

• Intellectually challenge students to think beyond the boundaries of one course.
• Build a sense of community that contributes to students’ connections to the campus.
• Contribute to the success of students enrolled in these courses.
• Increase interaction among faculty to stimulate innovation and professional development.

Learning Communities must meet the following criteria and will be subject to the approval process as stated below:

• At least one or more section(s) of each course must be offered in a non-linked format during the semester the courses are being linked.
• Courses may be linked within a specific discipline or between disciplines or areas, as seen appropriate by the various departments/areas.
• Curriculum for each of the linked courses will not be altered from the approved curriculum already in place for each of the courses.
• The faculty proposing the linked courses shall determine the stated purpose for the Learning Community and provide an umbrella title and description for the approach.
• Each faculty member will assign final grades for students for his or her course only.

Approval Process

All proposed Learning Communities will go through a formal approval process. Usually this process begins one year prior to the linkage. This process begins with an application for linking course sections. Application Form A will seek the following information from faculty proposing a link for the first time:

• The semester(s) the link will occur;
• The courses to be linked and the proposed umbrella title for the Learning Community;
• The instructors who want to teach the linked sections;
• The department(s) involved in the link;
• A suggested learning community description for the schedule of classes;
• Signatures from the appropriate chair(s), dean(s), and AVP(s).

The Learning Community application forms are available in the Curriculum Handbook. Faculty will obtain appropriate signatures and submit their completed application to the Instruction Office.
Application Form B (a scheduling form) must be completed each semester once approval for the link has been obtained on Application Form A.
## Application for Development of New Learning Community – Form A

The purpose of this application is to begin the vetting process for new learning community development. This application must be approved prior to the finalization of the class schedule for the semester the course sections are to be linked. Please refer to the document Guidelines for Learning Communities. Approved learning community course sections are approved to be linked for 2 years. Once approved, the learning community faculty must submit form B each semester with second round planning sheets acquired from the area dean.

Semesters these course sections will be linked:

<table>
<thead>
<tr>
<th></th>
<th>FALL 20</th>
<th></th>
<th>Fall 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPRING 20</td>
<td></td>
<td>SPRING 20</td>
</tr>
</tbody>
</table>

Courses to be linked:

<table>
<thead>
<tr>
<th>Course Designator and Number</th>
<th>Scheduled Day/Time</th>
<th>Class Max</th>
<th>Instructor</th>
<th>Section #</th>
</tr>
</thead>
<tbody>
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<td>____________________________</td>
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Suggested “Umbrella Title” and Learning Communities Description (for printed schedule):

Stated Purpose/Rationale:

Prerequisites, co-requisites, advisory statements to be included:

If there are disparities among class maxes for the proposed courses, explain how enrollments will be handled.
REQUIRED SIGNATURES

Participating departments had the opportunity to discuss/review the proposed learning community.

Department Name: ___________________  Department Chair: ___________________

Department Name: ___________________  Department Chair: ___________________

Department Name: ___________________  Department Chair: ___________________

Department Name: ___________________  Department Chair: ___________________

The Area Dean(s) has/have reviewed and approved this application:

Area Dean: __________________________

Area Dean: __________________________

Area Dean: __________________________

Area Dean: __________________________

Area Dean: __________________________

Comments:

The Associate Vice President for Instruction, Curriculum & Basic Skills has reviewed and approved this application:

Associate VP for Instruction, Curriculum & Basic Skills: __________________________

Comments:
Learning Communities Scheduling Form B
for Ongoing Learning Communities

This form must be completed each semester the approved and ongoing learning community is offered. This application for fall/spring 20__ learning communities must be approved prior to the finalization of the class schedule for the courses being linked. This form is due in the Instruction Office along with the second round planning sheets (acquired from the area dean) for fall/spring 20__.

Learning Communities are usually approved for 4 semesters. This application is for which semester?

_____ FALL 20__
_____ SPRING 20__

Title of Learning Community: ______________________________________________

Name of Learning Community lead faculty: ________________________________

Courses to be linked:

<table>
<thead>
<tr>
<th>Course Designator and Number</th>
<th>Scheduled Day/Time</th>
<th>Class Max</th>
<th>Instructor</th>
<th>Section #</th>
</tr>
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APPROVALS

The Area Dean(s) has (have) approved the scheduling of the learning community:

Area Dean: ______________________________
Area Dean: ______________________________
Area Dean: ______________________________
Area Dean: ______________________________

Comments:

The AVP for Instruction, Curriculum & Basic Skills has reviewed and approved this application:

AVP for Instruction, Curriculum & Basic Skills: ______________________________
APPENDIX G: PRE/CO-REQUISITE CONTENT REVIEW (LOS RIOS GUIDELINES-APP. MAY 1, 2012)

Los Rios Community College Guidelines for Prerequisite and Corequisite Validation for non-sequential courses utilizing Math, English, Reading, and ESL that cannot be justified by transfer requirements, statute/regulations, or health and safety requirements.

7) IDENTIFICATION: The discipline faculty will identify courses to which they might consider adding a prerequisite or corequisite. This identification, when feasible, should be based on several factors, including documented low course success rates, analysis of the outcomes of current students with and without the prerequisite or corequisite, or surveys of students and instructors regarding their perceptions about the need for the prerequisite or corequisite. Discipline faculty will engage in preliminary conversations with the Research Office and the Faculty Curriculum Chair about these factors, the required validation process, and disproportionate impact analysis.

8) IN-DEPTH CONTENT REVIEW: The content review of each course is completed by the discipline faculty.
   f) The content review must involve discipline faculty with appropriate expertise.
   g) The content review shall be based on the COR (Course Outline of Record) and any other available course materials (per state guidelines) with particular attention to Student Learning Outcomes (SLOs) and course objectives.
   h) Entrance Skills (prerequisite) – The discipline faculty shall specify the knowledge, skills, and abilities needed upon entry into the course.
   i) Concurrent Skills (corequisite) - The discipline faculty should specify the knowledge, skills, and abilities which must be developed concurrently with the target course.
   j) The discipline faculty shall identify the appropriate course or courses that would develop entrance or concurrent skills needed for success in the target course.

9) Rationale – The discipline faculty must match the exit skills (SLOs and objectives) of the prerequisite or corequisite course with the knowledge, skills, and abilities needed upon entering the target course or concurrent with the target course. When a course has been chosen as a possible prerequisite or corequisite, contact the research office and Faculty Curriculum Chair as data analysis may be needed before the requisite is proposed to the Curriculum Committee. This analysis may include comparisons of the success of students with and without the prerequisite/corequisite in the target course, analyses of students and/or instructor perception of the need for the prerequisite/corequisite, and disproportionate impact analysis. (NOTE: Analyses of the impact of the requisite are required, but in some cases, may be done after the requisite has been established.)

DOCUMENTATION: Documentation of the content review process must be included in the COR using SOCRATES.
   d) After selecting the appropriate requisite, choose “Content Review and Other” from the drop-down menu found by selecting the “Justifications” tab.
   e) Choose those SLO’s and objectives of the prerequisite or corequisite course deemed necessary for success in the target course.
   f) In the textbox towards the bottom of the page, enter the following as referenced in #2:
      i. Summary of Methods – Summarize the process used to determine the prerequisite or corequisite. Include who performed the evaluation, their expertise, and what sources were used to make the determination (COR, course syllabi, related
instructional materials, course format, type & number of exams, and/or grading criteria).

ii. Entrance Skills (prerequisite) – Type “Upon entering this course, the student must be able to” followed by the entrance skills deemed necessary for success.

iii. Concurrent Skills (corequisite) – Type “The following skills must be acquired concurrently with the target course in order for the student to be successful” followed by the concurrent skills deemed necessary for success.

iv. Rationale – Explain the links between the entrance or concurrent skills needed for the target course and the SLO’s and objectives of the prerequisite or corequisite course. For corequisites, also explain the sequencing of the concurrent skills with the target course.

10) SUBCOMMITTEE REVIEW: The Prerequisite/Corequisite/Advisory Subcommittee reviews the COR to ensure that the content review was completed and documented satisfactorily and makes a recommendation to the Curriculum Committee.

11) CURRICULUM COMMITTEE REVIEW: The Curriculum Committee will review the documentation of the in-depth content review. The Curriculum Committee may require more content review documentation. If a prerequisite or corequisite cannot be clearly established by this in-depth content review and initial analysis, and the discipline faculty still wants to implement the prerequisite or corequisite, then more-detailed research must be undertaken. The faculty will then contact the Research Office to develop a methodology and timeline to use research to determine the impact of the new prerequisite or corequisite. The Research Office will conduct the needed research.

12) REVIEW CYCLE: The prerequisite or corequisite will need to be reviewed a minimum of every 6 years. Some courses may require more frequent reviews based upon other requirements.

05/01/2012
APPENDIX H: COLLABORATION PLAN FOR IMPLEMENTATION…

Collaboration Plan for Implementation of the LRCCD Prequisite/Corerequisite Guidelines

5. Each department prioritizes courses that will add prerequisites or corequisites.
6. Each college will create a collaboration team.
   b. Charge of the collaboration team – prioritize and decide the number of courses that will be
      submitted to the curriculum committee. Timelines will be developed by the collaboration
      team.
7. Membership of the collaboration team will be determined by each college.
   g. Faculty Members will be appointed by the Senate President. Managers will be appointed by
      the Vice President of Instruction.
   h. To be considered: Curriculum Chair, VPI, Research Office representative, Prerequisite
      Subcommittee representative, Counselor/Articulation Officer, faculty/deans of Math, English,
      Reading, and/or ESL departments, and any other interested individuals.
8. Criteria to consider in determining the courses and the number of courses to be submitted to the
   curriculum committee.
   c. The method used to determine which courses might be the most
      compelling candidates for new prerequisites or corequisites
   d. The provision of appropriate numbers of prerequisite or corequisite
      course sections
   i. The assurance that other degree applicable courses are available such that student progress
      toward their educational goals is not unnecessarily impeded
   j. Training for the curriculum committee
   k. The use of research to evaluate the effect of new prerequisites or corequisites on student
      success with particular attention to disproportionate impact.
   l. Implications across the district
      v. Monitor same courses offered at two or more colleges when a college(s) adds a
         prerequisite or corequisite while the other college(s) do not.
      vi. Monitor disproportionate impact at the colleges with or without prerequisites or
          corequisite.
      vii. Graduation Requirements – If course A at College A has a prerequisite or corequisite
          and course A at College B does not have a prerequisite or corequisite, it is possible
          that a student applying for graduation at College A may not meet the graduation
          requirements because course A taken at College B does not have a prerequisite or
          corequisite.
      viii. Articulation of courses with or without prerequisites or corequisites.

03/02/2012
APPENDIX I

INSTRUCTIONAL PROGRAM REVIEW

The following is a summary of the items to be included in an Instructional Program Review. The Planning, Research, and Development Office has a Microsoft Word template for completing the Review and compiling the necessary statistics. For more information, please contact the Research office, located in the ITC.

• Mission Statement
• Executive Summary
• Program Description
• Student Enrollment and Characteristics
  • Course Enrollments
    • Total Program Enrollments
    • Total ARC Enrollments
    • Program: Number of Sections
• Student Demographics
  • Program Enrollments: Gender
  • ARC Enrollments: Gender
  • Program Enrollments: Ethnicity
  • ARC Enrollments: Ethnicity
  • Program Enrollments: Age
  • ARC Enrollments: Age
• Health Indicators (fluctuations in WSCH)
• Student Outcomes
  • Program Success Rates: Gender
• ARC Success Rates: Gender

• Program Success Rates: Ethnicity

• ARC Success Rates: Ethnicity

• Program Success Rates: Age
  • ARC Success Rates: Age
  
• Two Year Vocational Programs Only

• Professional Standards and Growth
  
  • Curriculum
  
  • Academic Standards
  
  • Individual Professional Growth

• Recommendations

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APPENDIX J

FIRST COME, FIRST SERVE CURRICULUM CALENDAR

Since Spring 2005, the ARC Curriculum Committee has operated on a First Come, First Serve Curriculum Calendar. New curriculum proposals are considered by the Committee in the order in which they reach Tech Review status. The Curriculum Chair provides a semester curriculum calendar to the campus. Please refer to the current semester’s calendar for specific dates.

Here is an overview of the First Come, First Serve Calendar by stage:

**Draft/**

**Department/Dean Review** Faculty members and departments develop curriculum proposals throughout the year as the need arises. Proposals at the Draft or Department/Dean Review stage in Socrates are under construction and are not yet considered official curriculum proposals. Although there are no time limits for how long a proposal can stay at Draft or Department/Dean Review stage, it is recommended that proposals be acted upon in a reasonable time frame or withdrawn from consideration.

**Tech Review** Proposals officially enter the curriculum process when the department chair records the department vote and digitally signs the proposal, advancing the proposal to Tech Review status.

Departments are encouraged not to submit proposals to the Tech Review stage until they are complete. Each proposal receives a date stamp. The developers are invited to a face-to-face Tech Review meeting when their proposals are scheduled. Suggestions for clarification may be made. Developers are asked to select a date for the next Curriculum meeting closest to their estimated time to make the changes, according to published timeline that allows for the printing of the packet by the Instruction Office. The course may stay—in Tech Review status until the Tech Review Subcommittee is satisfied. If a proposal stays at Tech Review status for more than one calendar year due to a developer missing scheduled Tech Review meetings or without making the recommended changes, the proposal will be returned to Draft status.

**1st Reading** Only proposals that the Tech Review Subcommittee has moved to 1st Reading status are considered by the full Curriculum Committee. Packets of
printed curriculum outlines are made and distributed to the full Committee. If there are only minor editing changes to be made, the 1st Reading proposals are moved to 2nd Reading status. If there are major edits and corrections, the Committee may ask that the proposals stay at 1st Reading. If a proposal stays at 1st Reading status for more than one calendar year due to a developer missing scheduled Curriculum Committee meetings or without making the recommended changes, the proposal will be Withdrawn.

2nd Reading

Full Committee reviews proposals at 2nd Reading. If a proposal stays at 2nd Reading status for more than one calendar year due to a developer missing scheduled Curriculum Committee meetings or without making the recommended changes, the proposal will be withdrawn.

Note: Starting in 2007 the Curriculum Committee will not review courses from departments that have courses that have not been reviewed in 10 or more years. Those courses must be updated and meet current curriculum standards before new courses will be considered.

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APPENDIX K

STEP-BY-STEP DIRECTIONS FOR CURRICULUM DEVELOPERS

1. Develop your draft course proposal in Socrates. When complete, launch the proposal. This sends the course outline to your department chair, who records the department vote and submits the course to Tech Review status in Socrates.

2. The Curriculum Committee, starting first with the Tech Review Subcommittee, will consider your proposal in the order that it was submitted. Socrates automatically time stamps each proposal. To see your place in the queue, please visit:

SOCRATES > Curriculum Views > Reports > ARC Curriculum Snapshot > Active Proposals by Stage.

3. The Curriculum Chair will build a Tech Review agenda. When it is time to discuss your outline, the Chair will add your proposal to the agenda. Agendas may be viewed by visiting:

SOCRATES > Curriculum Views > Agendas.

4. The Instruction Office will print copies of your proposal and submit it to the Tech Review Subcommittee members in advance of the Tech Review meeting.

5. Tech Review meetings take place on Thursdays, 1-4 PM. It is imperative that you, as the developer of the course proposal, attend the Tech Review meeting. Failure to attend a Tech Review meeting can significantly delay the processing of your curriculum proposal. Please work with your dean and department chair to get a sub or to make some other arrangement so that you can attend. If it’s an emergency and you cannot attend for some extraordinary reason, please send a faculty member who knows your proposal well.

The Instruction Office will email you with the location and a specific time to attend the Tech Review meeting. Please bring a copy of your proposal to Tech Review in order to record any notes or editing suggestions from the Tech Review Subcommittee.

6. During Tech Review, you’ll most likely receive some suggestions for improving your course proposal. Follow the suggestions of the Tech Review members and edit your proposal in Socrates accordingly. At this meeting you will select a date for the first reading closest to the time that you can make these changes. The Curriculum Chair will move your course to 1st Reading status in Socrates and add your proposal to the agenda of an upcoming Full Curriculum Committee meeting. If the changes are not made, you will need to reschedule. If a proposal stays at Tech Review status for
more than one calendar year due to a developer missing scheduled Tech Review meetings or without making the recommended changes, the proposal will be returned to Draft status.

7. Once the Curriculum Chair has moved your proposal to 1st Reading in Socrates and added it to the Committee agenda, the Instruction Office will print copies of your proposal on blue paper and distribute them to the Curriculum Committee a few days in advance of the Full Committee meeting.

8. Full Committee meetings take place on Wednesdays from 3-5 PM. The Instruction Office will email or call you with the location and a specific time to attend the meeting between 3 and 5 PM. **Again, it is imperative that you attend the Full Committee meeting when your course is being discussed at 1st Reading.** It’s your proposal and the Committee may have questions that only you, as the developer, can answer. The Committee may have specific suggestions related to your proposal that would be hard to explain to another faculty member. If an emergency prevents you from attending, please ask a faculty member who is knowledgeable about your proposals and its aims to attend in your place.

**Please bring a print copy of your proposal to the meeting so that you can record the Committee’s comments and suggestions.**

9. In most cases, the Full Committee will make editing suggestions and ask the Chair to move your proposal to 2nd Reading. If the Committee raises substantial content or legal issues that involve a rewrite or additional discussion and research, the Committee may vote that your course proposal remain at 1st Reading status and come back to the Full Committee for additional review. If a proposal stays at 1st Reading status for more than one calendar year due to a developer missing scheduled Curriculum Committee meetings or without making the recommended changes, the proposal will be withdrawn.

10. Once your proposal has been moved to the 2nd Reading stage in Socrates, the Chair, with your agreement, will add you to an agenda of an upcoming Full Curriculum meeting (Wednesdays, 3-5 PM). The changes that are suggested by the committee must be made by 5 PM, the day before that date in order for the Division Rep and the Chair to verify. The 2nd reading of a course proposal usually goes quickly, provided the editing changes in 1st Reading have been made. The Committee may make minor suggestions, but typically the course proposal is approved, or moved to the District Curriculum Coordinating Committee (DCCC) if it’s a new course. If the 1st Reading corrections are not made on the 2nd reading document, the Committee may vote to keep the proposal at 2nd Reading until they are completed. If a proposal stays at 2nd Reading status for more than one calendar year due to a developer missing scheduled Curriculum Committee meetings or without making the recommended changes, the proposal will be returned to Draft status.

11. Degrees and certificates became a part of the Socrates Curriculum System in fall, 2005. If you modify a course that impacts a degree or certificate, you will need to collaborate with and seek input
from department chairs and deans of those programs. You will also need to submit a program change. To begin this process, go to:

SOCRATES>Curriculum Developer>Begin a Curriculum Proposal (Select from Revise, Create, or Delete a Program)

Here, you will select whether you are changing, deleting, or adding a new program. Begin work on your program in a similar manner as a course outline.

Degree and certificate proposals are submitted through SOCRATES and are reviewed by the Curriculum Committee in the same way as courses. Please refer to the Curriculum by Example Section of this handbook, Section on Program Outlines, for specific information.

Course and program proposals are moved to Tech Review status once the Department Chair signs the outline. Once they are at that point, courses can be scheduled for Tech Review, but programs, the degree and/or certificate, must have a program map completed and uploaded on to the SLO website before they can be scheduled for a Tech Review meeting. (See Section “Stages in the Curriculum Process.”) Courses or programs that do not have the Dean’s signature will not proceed past 2nd reading.

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## Differences Between *Topics In* and *Experimental Offering* Courses

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<tr>
<th></th>
<th><em>Topics In Courses</em></th>
<th><em>Experimental Offering Courses</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Numbers</strong></td>
<td>294: college-level, nontransfer; or 494: transfer level</td>
<td>299: college-level, nontransfer, or 499: transfer level</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To present topics of current or limited interest that lie outside the department’s regular curriculum. Typically, the particular set of topics in the course will be presented only one time, for a short duration, or very infrequently.</td>
<td>To experiment with a new course and to try out new curriculum ideas during a short test period. It is an opportunity to refine the course description, learning outcomes, and course topics before seeking a regular number in the course catalog.</td>
</tr>
<tr>
<td><strong>Basic Structure</strong></td>
<td>One overall course but with multiple topic groups. Note that the 294 or 494 number represents a single course with a common title. Topic group names are used to distinguish versions of the common course.</td>
<td>Multiple courses, each with its own set of learning outcomes and course topics. Note that the 299 and 499 numbers represent a group of course instances. The instance titles distinguish the 299s and 499s from one another and are likely the names of the eventual regular course that may be proposed after the trial period.</td>
</tr>
<tr>
<td><strong>Catalog</strong></td>
<td>The umbrella <em>Topics In</em> courses (294 and 494) are regular courses and are listed in the print and web catalogs. The catalog description is general, not specific to one topic group.</td>
<td><em>Experimental Offering</em> courses (299s and 499s) are not regular courses and are not listed in the print catalog.</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>These are listed in the print and web schedules. The topic group name and the topic group description are given in the</td>
<td>These are listed in the print and web schedules. The instance title and the instance course description are given in the</td>
</tr>
<tr>
<td>Course Outline</td>
<td>One course outline in SOCRATES. The Course Topics section of the outline will have multiple topic groups, each with its own title and description.</td>
<td>Multiple course outlines in SOCRATES. There will be one for each instance of the 299 or 499 Experimental Offering that has been created.</td>
</tr>
<tr>
<td>Curriculum Action in SOCRATES</td>
<td>Topics In Courses</td>
<td>Experimental Offering Courses</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Revise an existing Topics In course to add a new set of topics. New topic group is added to 294 or 494 course outline, perhaps with additional textbook titles. Course proceeds through the curriculum process.</td>
<td>Create a new Experimental Offering course instance. A completed course outline is produced with all the fields entered. Course proceeds through the curriculum process.</td>
<td></td>
</tr>
<tr>
<td>Only one faculty developer can revise a Topics In Course at any one time.</td>
<td>There can be several instances of an Experimental Offering course being developed simultaneously by different faculty developers. Only one developer per instance however.</td>
<td></td>
</tr>
<tr>
<td>One set of student learning outcomes for all possible sets of course topics.</td>
<td>Each instance may have its own set of student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>A Topics In Course is a single course, and, thus, can have only one set of prerequisites (corequisites, advisories, enrollment limitations). It is not possible to have different requisites for different topic groups.</td>
<td>Each instance of an Experimental Offering course may have its own set of prerequisites (corequisites, advisories, enrollment limitations).</td>
<td></td>
</tr>
<tr>
<td>In order to appear in the appropriate schedule, the 294 or 494 course must be at Catalog status by: Nov. 15: Spring Web Schedule April 15: Summer/Fall Web Schedules</td>
<td>In order to appear in the appropriate schedule, the 299 or 499 course must be at Catalog status by: Nov. 15: Spring Web Schedule April 15: Summer/Fall Web Schedules</td>
<td></td>
</tr>
<tr>
<td>Curriculum Review</td>
<td>Topics In Courses</td>
<td>Experimental Offering Courses</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Approval to schedule a Topics In course is not automatic. All courses, including Topics In Courses, must be approved by the Curriculum Committee. Because of their unique status, the ARC Curriculum Committee has developed an abbreviated process in which 294 and 494 pass through the curriculum process as Consent/FYI items, and then onto Catalog status. The curriculum stages for Topics In course revisions are as follows:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Department/Dean Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technical Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consent/FYI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Catalog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Topics In course (294 and 494) can be listed in either the print or web schedules until the revision with the new topic group has been moved to Catalog status in SOCRATES.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval to schedule an Experimental Offering course is not automatic. All courses, including Experimental Offering courses, must be approved by the Curriculum Committee. Because of their unique status, the ARC Curriculum Committee has developed an abbreviated process in which 299s and 499s pass through the curriculum process as Consent/FYI items, and then onto Catalog status. The curriculum stages for Experimental Offering courses are as follows:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Department/Dean Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technical Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consent/FYI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Catalog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Experimental Offering course (299 and 499) can be listed in either the print or web schedules until the revision with the new topic group has been moved to Catalog status in SOCRATES.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Times Course Can Be Offered</th>
<th>Topics In Courses</th>
<th>Experimental Offering Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The question here is really: how many times can a particular topic group of a 294 or 494 be offered? The general answer is just one time. The purpose of the Topics In course is to provide students with an opportunity to study a unique, timely set of topics (a “topic group”) that is not part of the department’s regular curriculum. In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once approved, a particular instance of an Experimental Offering can be scheduled for two semesters. After that time period, the course is either no longer offered or it is brought forward through the curriculum process as a regular course with a regular number.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
some cases, it may make sense to offer the same topic group for two or three semesters, but in all cases, a particular topic group should only be offered to students for a short, fixed period of time.

If the department wants to offer the same set of topics on a regular basis, then the course should be assigned its own number and go through the regular curriculum process.

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APPENDIX M

HYPHEN USAGE

In general, the Curriculum Committee recommends the use of APA format. With regards to the use of
hyphens, the following principles should assist the curriculum developer.

► Do not use a hyphen unless it serves a purpose. If a compound adjective cannot be misread or, as
with many psychological terms, its meaning is established, a hyphen is not necessary.

For Example:

- Covert learning techniques
- Health care reform
- Day treatment program
- Sex role differences
- Grade point average

► In a temporary compound that is used as an adjective before a noun, use a hyphen if the term can be
misread or if the term expresses a single thought (i.e., all words together modify the noun).

For Example:

“the adolescents resided in two parent homes” means that two homes served as
residences, whereas if the adolescents resided in “two-parent homes,” they each would
live in a household headed by two parents.

► A properly placed hyphen helps the reader understand the intended meaning.

► Also use hyphens for:

- Compounds in which the base word is
  - Capitalized (pro-Freudian)
  - A number (post-1970)
  - An abbreviation (pre-UCS trial)
  - More than one word (non-achievement-oriented students)

All “self-“ compounds whether they are adjectives or nouns (self-report, self-esteem, self-paced)

Words that could be misunderstood
- Re-pair (pair again)
- Re-form (form again)
- Un-ionized
Words in which the prefix ends and the base word begins with the same vowel
Meta-analysis
Anti-intellectual
Co-occur

If a compound is not found in the dictionary (Webster’s Collegiate), then use the following rules:

**Do** hyphenate:

1. A compound with a participle when it precedes the term it modifies.
   - Role-playing technique
   - Anxiety-arousing condition
   - Water-deprived animals

2. A phrase used as an adjective when it precedes the term it modifies.
   - Trial-by-trial analysis
   - To-be-recalled items
   - All-or-none questionnaire

3. An adjective-and-noun compound when it precedes the term it modifies.
   - High-anxiety group
   - Middle-class families
   - Low-frequency words

4. A compound with a number as the first element when the compound precedes the term it modifies.
   - Two-way analysis of variance
   - Six-trial problem
   - 12th-grade students
   - 16-s interval

**Do not** hyphenate:

1. A compound including an adverb ending in –ly.
   - Widely used text, relatively homogeneous sample, randomly assigned participants

2. A compound including a comparative or superlative adjective.
   - Better written paper, less informed interviewers, higher scoring students

3. Chemical terms
   - Sodium chloride solution, amino acid compound

4. Foreign phrases used as adjectives or adverbs
   - A posteriori test, post hoc comparisons, fed ad lib [but hyphenate the adjectival form: ad-lib feeding; see Webster’s Collegiate]

5. A modifier including a letter or numeral as the second element
   - Group B participants, Type II error, Trial 1 performance

5. Common fractions used as nouns
   - One third of the participants
APPENDIX N

DATES AND DEADLINES TO SUBMIT COURSES FOR CSU TRANSFERABILITY, UC TRANSFERABILITY, ARC GE, CSU GE AND IGETC GE

**Dates for articulation officer to revise CSU Baccalaureate List. This includes deletions, revisions and new courses:**

October 25 – November 5 – for Spring Semester

February 7 – 18 – for Summer Session

April 4 – May 6 – for Fall Semester

**Deadline to submit courses for UC Baccalaureate list:**

Faculty member submits to GE committee during Fall and Spring semesters (must be at catalog status).

If approved, the articulation officer will submit in one of the following months to meet transferability for the following Fall Semester – June, July or August – UC Chancellors office’s decision on submissions usually comes in October.

**Deadline to submit courses for ARC GE, CSU GE or IGETC:**

Faculty member presents to GE committee in the Fall semester prior to the end of November. GE committee meets on Thursday afternoons from 2:00 to 4:00 p.m. Courses must be at 2nd reading status to present to committee. Courses must be at catalog status by the beginning of December to be submitted to UC and CSU system offices for CSU GE and IGETC. Articulation officer must submit the 1st or 2nd week of December. Usually find out about CSU and UC system office decisions by April or May. Decisions go into effect Fall Semester for CSU GE and IGETC and Summer Session for ARC GE.

2/18/2014

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APPENDIX O

CRITERIA FOR APPROVING COMMUNITY SERVICE OFFERINGS

- CS offerings follow the rationale of the proposed thematic block request. (Title 5, Section 55002, d, 4)
- The CS is designed for the physical, mental, moral, economic, or civic development of those enrolled. (Title 5, Section 55002, d, 2)
- The course must not duplicate a similar for-credit course (at any college in the District). If so, the for-credit course must be in “deletion” status and at the same stage in the curriculum process.
- The offering is not competing with another program or department within the college or district.

(Some reference to 55002, that these are MINIMUM requirements)

Question:

What is the identified need for the particular offering?

Complete a feasibility section for community service offerings

- Need/Purpose
- Department Impact
- College Impact
- District Impact
- Facilities
- Cost
- Anticipated Start
- Anticipated Duration of Course

Review process for CS offerings should be shorter than the 6 year review process (should be not more than every 3 years). The department associated with the offering will be responsible to update the proposal or delete the offering.

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COMMUNITY SERVICE (NOT-FOR-CREDIT COURSE) PROCEDURE FOR APPROVAL

1. Developer or designee submits a completed Community Service Thematic Block Request form.

   - Thematic Block Proposal follows the same process as regular curriculum requests (collegial contact information from CRC, FLC, and SCC, local curriculum approval, DCCC approval). Click here for the New Course Designator/New Thematic Block Proposal Form.

2. Once approved, developer or designee creates a community service offering in the respective 2000 level thematic block.

3. Developer or designee launches proposed community service offering and local curriculum chair will record vote. (Department that is most closely associated with the community service offering will be contacted for consultation and feedback. If no department exists at the college at which the CS proposal originates, that college’s Curriculum Chair will identify whether such a department exists at one of the other colleges in the Los Rios District. If there is a closely associated department at one of the other colleges, the Curriculum Chair will contact the corresponding Curriculum Chair, who will notify the associated department’s Department Chair).

4. Proposal moves to Tech Review status. Tech Review Committee reviews the outline with the developer or designee present for technical issues and compares it to the community service criteria. All comments from the other Los Rios colleges will be discussed with the committee and developer or designee.

5. Curriculum chair will then move to 1st reading at the local curriculum committee. The full committee will review the proposal with the developer or designee present. This will include comparing the offering with the approved criteria for community service offerings.

6. Developer or designee will make suggested changes after the meeting and the offering will move to 2nd reading once changes have been made.

7. Curriculum committee approves or denies the proposal. If approved the proposal will move to the DCCC for the next meeting. (If denied, rationale for denial will be sent to the developer or designee.)

8. DCCC will review the offering, compare it to the criteria, and approves or denies the offering. The developer or designee will be required to attend the DCCC meeting during the discussion of the offering to answer any questions from the committee.
9. If approved, the proposal moves to the Board for approval. If denied, the proposal is withdrawn from Socrates by the local curriculum chair.

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## Appendix Q: New Course Designator/New Thematic Block Proposal Form

**Los Rios Curriculum New Course Designator/New Thematic Block Proposal Form**

<table>
<thead>
<tr>
<th>Faculty Developer:</th>
<th>College:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Type</strong>: Please indicate by checking the appropriate box at right</td>
<td><strong>New Course Designator</strong></td>
</tr>
<tr>
<td><strong>New Thematic Block</strong></td>
<td></td>
</tr>
</tbody>
</table>

Complete this table if you are requesting a **New Course Designator**:

<table>
<thead>
<tr>
<th>Proposed Subject Designator:</th>
<th>Proposed Prefix:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale:</strong></td>
<td></td>
</tr>
</tbody>
</table>

If a new degree and/or certificate is being planned in connection with this proposal, has it/have they been proposed to and recommended by the PPC?

Response: If the response is “no”, when will a presentation be made to the PPC?

Complete this table if you are requesting a **New Course Designator** or a **New Thematic Block**:

<table>
<thead>
<tr>
<th>Proposed Thematic Block</th>
<th>Proposed Courses (Add rows if needed to accommodate all courses you are proposing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td><strong>Example:</strong> ACCT 301 Financial Accounting (X unit value)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Thematic Block</th>
<th>Proposed Courses (Add rows if needed to accommodate all courses you are proposing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td><strong>Example:</strong> ACCT 301 Financial Accounting (X unit value)</td>
</tr>
</tbody>
</table>

Complete this table if you are requesting a **New Thematic Block**:

<table>
<thead>
<tr>
<th>Rationale:</th>
<th><strong>Response</strong>: If the response is “no”, when will a presentation be made to the PPC?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rationale:</th>
<th><strong>Response</strong>: If the response is “no”, when will a presentation be made to the PPC?</th>
</tr>
</thead>
</table>

*American River College Curriculum Handbook 2013-2014*
Additional Considerations: Faculty should include any additional considerations to support this proposal. How does this proposal fit with other colleges in Los Rios and immediate surrounding area (if appropriate)?

<table>
<thead>
<tr>
<th>College</th>
<th>Person Contacted</th>
<th>Contact Date</th>
<th>Approved (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following are to be completed by the DCCC Chair:

**DCCC Actions:**

- DCCC Chair (signature): [signature]
- DCCC Approval (Date): [date]

Request sent for addition to SOCRATES and PeopleSoft:

- SOCRATES (Date): [date]
- PeopleSoft (Date): [date]

03/30/2012
## APPENDIX R: DISTANCE EDUCATION COMMITTEE GUIDELINES


### What to Consider in Sections 7 - 11

<table>
<thead>
<tr>
<th>Section 7: Instruction Methods and In-class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet/Online Delivery Modality</td>
</tr>
</tbody>
</table>

- Remove explicit references to online delivery. For example: “Lecture” instead of “Online lecture” or “discussions” instead of “online discussions”
- Look for parity in methods and activities. Often these can be exactly the same in any modality. However, a developer has the right to make alternate assignments for online learning.

<table>
<thead>
<tr>
<th>Section 8: Typical Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet/Online Delivery Modality</td>
</tr>
</tbody>
</table>

- Remove references to online modality. For example: “submit a 2-3 page paper” instead of “electronically submit a 2-3 page paper”
- Use careful verbiage when stating “prepare for class discussion”. Suggestions applicable to all modalities include “discussion” or “class discussion”
- Remove references to specific textbooks and pagination as these change over the years and not all instructors use the same textbook. Most importantly, simply citing a page number doesn’t give the reader sufficient information to visualize the content of the assignment.

<table>
<thead>
<tr>
<th>Section 9: Evaluation and Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet/Online Delivery Modality</td>
</tr>
</tbody>
</table>

- Remove references to online delivery modality. For example: “research reports and team projects”, instead of “research reports and team projects submitted electronically”
- Evaluation and assessment methods listed are sufficiently broad to fit into any delivery modality: face-to-face, hybrid, or online. For example, the verbiage “hands-on exercise” may not fit into an online delivery modality. Suggestion includes “application exercise”.
- Look for parity in methods and activities. Often these can be exactly the same in any modality

<table>
<thead>
<tr>
<th>Section 10: Allocation of Instructional Time (Distance Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet/Online Delivery Modality</td>
</tr>
</tbody>
</table>

For this modality, the course’s 54 instructional hours are typically allocated as follows:

- The allocation hours’ total should equal the instruction hours
- Review allocation of hours and type of delivery modality (course web pages, asynchronous online communication, assessment activities, etc.)
- If there are any on-site activities (e.g. on-site orientation), it should be noted here and in Section
11.

Section 11: Regular Instructional Contact (Distance Education)*

<table>
<thead>
<tr>
<th>Internet/Online Delivery Modality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>For this modality, the minimum number of instructional contacts a single student may typically expect to have with the professor are:</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Contacts</strong></td>
<td><strong>Type of Contact</strong></td>
</tr>
<tr>
<td>Total number of contacts per student is reasonable for the course</td>
<td></td>
</tr>
<tr>
<td>Type of contact is suitable for online delivery</td>
<td></td>
</tr>
<tr>
<td>Consistency within department in the number of contacts for each 3-unit course. Sometimes, the same department has 25 contacts for a 3-unit course, then 29 contacts for another 3-unit course, and 33 contacts for a third 3-unit course.</td>
<td></td>
</tr>
<tr>
<td>If there are any on-site activities (e.g. orientation), it should be noted here and in Section 10.</td>
<td></td>
</tr>
<tr>
<td>An alternative model to this section suggested by the DE Subcommittee because it gives instructors more flexibility is shown below:</td>
<td></td>
</tr>
<tr>
<td><strong>Type of Contact</strong></td>
<td>Other: The instructor will use a variety of types of contacts, such as email, discussion boards, video chat, text chat, telephone, and distribution lists, for a total of <strong>xx</strong> contacts, to be divided among the modalities as chosen by the instructor.</td>
</tr>
<tr>
<td><strong>Note:</strong> a simple formula of <strong>at least 1 contact per week of term</strong> is suggested. For instance, for a 16-week term, a <strong>minimum</strong> of 16 contacts would be viable.</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: For a course to meet ACCJC guidelines for quality distance education, and not be designated as correspondence education, it should include instructor-initiated contact information in the syllabus, regular substantive interaction activities between students and the instructor as part of the final student grade, and demonstrable activity or records of regular interaction between students and the instructor in the course management system.

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APPENDIX S: COURSE OUTLINE STYLE GUIDE SAMPLE

Acknowledgement: This sample course outline is based on one that was made available in 2008; and is used with permission from Jan DeLapp and Adam Karp.

Course Outline: Style Guide
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

NOTE: Section #'s for individual course outlines may vary due to differing information required for specific courses (New or Revised courses, or Online Modality, for example). The developer does not need to indicate a section #; this is done automatically through SOCRATES.

Course: CURR 101: Curriculum Development for All
Proposal Type: New to District
Faculty Initiator: Thuan Bui
Outline Status: Tech Review
Status Date: November 15, 2012
Official: No

Section 2: Submission Information

Proposal: This section is added automatically through SOCRATES at the very end, after you launch the proposal.

Explanation: This section will disappear after the course becomes official. But there are certain standard statements to use, such as:
New Course: the explanation is the same as the “Need/Purpose”

Revision: “This proposal updates the course outline to meet current curriculum standards” (and: “adds the online modality”, if appropriate, or if you want to add additional explanations). *(Note: This is a standard explanation when a course is being revised. When it is a “New to College/District” course, then the Need/Purpose statement is automatically used.)*

Deletions: All deletions must go to DCCC and then to the Board of Trustees. Other than budgetary issues that you want to emphasize, the standard statement may just be the simple: “This course no longer meets the needs of our students”.

Section 3: Basic Course Information

Identifier: CURR 101

Title: Curriculum Development for All.

If you are revising the course and plan to change the “title and/or units” be sure to say “yes” when asked if “you are changing header information” when you first open the outline; otherwise you will not be able to later; and you would have to open it up after it becomes official just to make these changes.

Units: 3.00

Prerequisite: CURR 100 (should embed the course so the SLOs will show up in the Justification section)

Enrollment Limitation: Must be full- or part-time faculty at American River College. This is when you explain the condition for student to be able to enroll; for example: for a Honors course: “Assessed into ENGWR 480”

Advisory: The Curriculum Committee has approved standard language for English (reading and writing), ESL and Math as advisories. If your course has any of these as advisories, please contact the Curriculum Chair (Bill Simpson, SimpsoW@arc.losrios.edu) for specific directions.

Hours: 18 hours lecture, 108 hours laboratory

Description: This course covers curriculum development and the revision process at American River College. Topics include faculty responsibilities regarding curriculum, the curriculum review process, and using the curriculum management system. A field trip may be required. This course is not open to students who have completed CURR 105.

This course may be taken 2 times for credit on different versions of Socrates, the correct number of times must also be in section 11 (Additional Information About the Course). As of Fall 2013, title V limits what courses can be repeated.
Pass/No Pass only.

[Courses embedded in catalog description: CURR 105.]

Section 4: Learning Outcomes and Objectives

*Upon completion of this course, the student will be able to:*

- start each of the SLOs in lower case, because each statement is the continuation of the phrase above and complete each sentence with a period (.)
- describe the curriculum process at American River College.
- initiate a curriculum action to revise an existing course.
- explain the collaboration request process for the Los Rios Community College District.
- describe the course outline requirements for online or hybrid delivery modes.
- complete a course outline using Socrates and the Course Outline Style Guide.
- launch course proposals from the data base.

*Note: For a 300 level or above course, you must have at least 50% of the outcomes at the Critical Thinking Level. This can be checked when you enter the outcomes into SOCRATES. Also, all outcomes must be measurable.*

Section 5: Course Topics-if the course has lecture and lab, please list them like this:

<table>
<thead>
<tr>
<th>Lec</th>
<th>Lab</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>Lecture: [Insert description of lecture content; try to be descriptive]</td>
</tr>
<tr>
<td>0</td>
<td>6</td>
<td>Lab: [Insert description of lab content] – <em>See Example Below</em></td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>Lecture: EX: Curriculum management at ARC: SOCRATES, faculty role</td>
</tr>
<tr>
<td>0</td>
<td>6</td>
<td>Lab: EX: Using computers, log into ARC’s Insider Page, and practice navigation through SOCRATES.</td>
</tr>
</tbody>
</table>

You can also group all of lectures topics together and all of the lab activities together.
Section 6: Instructional Delivery Modalities

This course may be taught using the following instructional delivery modalities:

In-Person

Online

Section 7: Instruction Methods and In-class Activities

In-Person Delivery Modality: (a list of methods is sufficient. For transferable courses and/or course with lab, more explanation can be included for clarity). Activities must be the same in both modalities.

Lectures, discussions, media presentations, and hands-on lab activities.

Internet/Online Delivery Modality

Follow DE Committee guidelines.

Section 8: Typical Homework Assignments

Use a typical homework assignment you give to students; or write it as if it’s a real assignment.

In-Person Delivery Modality

Example #1:
Read the course outline for CURR 101. View the course outline for an existing course in your department and compile a list of sections that need to be revised.

Example #2:
Initiate a curriculum action to revise a course in your department and update the typical homework assignments section to meet current curriculum standards.

Internet/Online Delivery Modality

Follow DE committee’s guidelines.

Section 9: Evaluation Methods
In-Person Delivery Modality

In-class discussion, case studies, quizzes, and exams.

Internet/Online Delivery Modality

Follow the DE committee guidelines

Section 10: Allocation of Instructional Time (Distance Education)

Section 11: Regular Instructional Contact (Distance Education)

Section 12: Prerequisite Justification

Prerequisite:  

CURR 100

Justification:  "CURR 100 with a grade of “C” or better"

Content Review:

This course is a required course for faculty at American River College, issued by the ARC Curriculum Committee.

If the pre-requisite course has been embedded, the SLOs automatically appear, you simply have to check as many SLOs that you feel are needed for students to be successful in your course.

CURR 100:

The following CURR 100 prerequisite skills are needed in order to be successful in the course:

Learning Outcomes selected from the prerequisite course list (Note: the prerequisite course must be in SOCRATES in order for these to be selected as prerequisite skills). List as many of the outcomes as you believe is necessary for the student to be successful in the course.

Section 13: Enrollment Limitation Justification

Enrollment Limitation: Must be full- or part-time faculty at American River College

Justification: Other:

According to Title 5, faculty are responsible for developing curriculum. They are the only ones who can be developers of curriculum at ARC.

Section 14: Representative List of Textbooks:
Note: location is not necessary if an ISBN is available.


<table>
<thead>
<tr>
<th>Section 15: Additional Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Discipline(s):</td>
</tr>
<tr>
<td>Short Title for Transcripts:</td>
</tr>
<tr>
<td>Type of Credit:</td>
</tr>
<tr>
<td>Times Taken for Credit:</td>
</tr>
<tr>
<td>Cross-listed Courses:</td>
</tr>
<tr>
<td>Taxonomy of Programs (TOP) Code:</td>
</tr>
<tr>
<td>Student Accountability Model (SAM) Code:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 16: Relationship to College Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need/Purpose for the Course:</td>
</tr>
<tr>
<td>Degrees and Certificates:</td>
</tr>
<tr>
<td>Prerequisite To:</td>
</tr>
</tbody>
</table>
Corequisite To: None. This is also automatically populated by Socrates.

Advisory To: None. This is also automatically populated by Socrates.

Section 17: Relationship to Transfer Institutions

This section is under the “Articulation Request” and looks like this:

- [ ] CSU Transfer
- [ ] AA/AS General Education
- [ ] UC Transfer
- [ ] AA/AS Ethnic/Multicultural Studies Requirement
- [ ] IGETC
- [ ] AA/AS Competency Requirement
- [ ] CSU General Education
- [ ] Course Identification (C-ID) Number

In this section you can request to have the course satisfy any of the requirements for the Associate degree, C-ID number or transfer and transfer general education.

Once these are checked, the Articulation Officer will start the next steps, following set timelines.

CSU Transfer: Note: Only 300 and above level courses can request CSU transfer. You must click on this in order to initiate the request.

IGETC: This must be requested through ARC’s Articulation Officer and the General Education subcommittee.

Section 18: Feasibility (Note: This section is only filled out for New Courses)

Department Planning: The Curriculum Committee feels that providing an example of a course outline helps faculty who are working on revising or introducing new curriculum to ARC. This course provides the tools to help in this process.

How does this course fit in YOUR department planning (program review? Growth?)

American River College Impact: This course helps all faculty at American River College be more familiar with the curriculum process and helps them to see an example of a thorough outline. This is a good place to make a positive statement about what this course does for students, and eventually to the college.
Los Rios Impact: This course should not have any adverse impact on the courses and associate degrees offered at other Los Rios colleges. It should be noted that the other colleges in the district may not have the same requirements for a course outline as ARC’s Curriculum Committee; or on a positive note, it may be developed as a collaboration effort with another college.

Staffing: There will be no need for any additional staff to implement and teach this course. (“None” means you do not need anyone to teach this course)

Facilities: The facilities, including the classroom and lab storage area, are currently available at American River College.

Equipment and Supplies: No new supplies and/or equipment are needed for this course.

Essential Library or Media Materials: None requested.

Supplementary Library or Media Materials: None requested.

Section 19: Digital Signatures

Faculty Initiator: Thuan Bui. (NOTE: When the faculty developer “launches” (submit) their curriculum from draft status, it goes to “Dept Review” status.

Department/Subject: Humanities

Department Vote: Yes: 19

No: 0

Abstain: 1

Total: 20

Department Chair/Designated Contact: Current Department Chair (signed November 20, 2012) Once the Department Chair enters the department vote and “launches” the proposal, it automatically moves on to Tech Review status, and thus ready to be scheduled.)
Librarian: This signature is requested through SOCRATES.

Division Dean: The Curriculum Committee may hold up any curriculum action that is not supported/signed by the Division Dean. And it will stay at second reading until the Dean signs.

CRC Contact: This signature is requested through SOCRATES

FLC Contact: This signature is requested through SOCRATES

SCC Contact: This signature is requested through SOCRATES

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APPENDIX T- CURRICULUM COMMITTEE MEMBERSHIP 2013 – 2014

Composition = Total of 23 members

- 5 Managers (1 Management Co-Chair - Associate Vice-President of Instruction, 1 Vice-President of Instruction, 1 Management Representative from Student Services, 1 Associate Vice-President of Economic and Workforce Development, 1 Management Representative from an instructional division / Area Dean)
- 14 Faculty (1 member from each instructional area, including Counseling, plus 1 faculty Co-Chair)
- 1 Articulation Officer
- 1 Student

Co-Chairs

Lisa Lawrenson - Associate VP Instruction
2011 Thuan Bui - (F) Counseling (Fall 2011 – Fall 2013)
Spring 2014 Bill Simpson- (F) Science

Management

Colleen Owings - VP Instruction
Jerome Countee - AVP Workforce & Economic Development
Adam Karp - Dean, Fine and Applied Arts
Jeffrey Stephenson- Dean Counseling/Student Services

Faculty

2009  Al Inannone- Public Safety Center
2009  James Brown – Tech Education
2011  Bo Jabery-Madison (Fall) Kinesiology/Athletics
2011  Ashlie Hain- (Spring) Kinesiology/Athletics
2011  Jane Ryther- Humanities
2011  Steve Thompson- Fine/Applied Arts
2012  Julie Chung- Mathematics (Spring 2014- Vice Chair)
2012  Kirsten Corbin- English
2012  Dan Crump- Library/Learning Resources
2012  Marie Schirmer- Health/Education
2012  Bill Simpson- Vice Chair- Science (2012-Fall 2013)
2013  Michael L’Estrange- Business/computer Science
2013  Lisa Robert-Law- Counseling/Student Services
2013  Katrina Worley- Behavioral/Social Science
Spring 2014- Hugh Howard- Science –
      Marsha Reske- Instructional Technology

Articulation Officer

Carol Reisner – Articulation

Student

To be filled